BENGAL SECRETARIAT

REPORT

ON

PUBLIC INSTRUCTION

IN THE

PUNJAB AND ITS DEPENDENCIES

FOR THE YEAR

1890-91,

BY

J. SIME, Esquire,

Director of Public Instruction, Punjab.

Published by Authority.

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1891.

Proceedings of the Hon'ble the Lieutenant-Governor of the Punjab in the Home (General) Department, No. 576 S., dated 26th August 1891.

READ—

The Report of the Director of Public Instruction, Punjab, for the year 1890-91, forwarded under cover of his letter No. 1465 of 1st August 1891.

REMARKS.—The Report this year was submitted with punctuality and the Lieutenant-Governor is glad to see that it has been found possible to adhere to the prescribed date—a possibility which last year seemed doubtful. The value of all current administrative reports depends largely upon the closeness with which they follow events. Such reports have occasional elements of permanent interest, as they exhibit settled tendencies or currents of thought and action. But in general they show merely the positive results of positive work during a stated period. If they are submitted long after the period has expired they become, what history has been erroneously termed, an old almanac—a proverb for matter which was once interesting but is no longer of any consequence.

2. *General Results.*—During the year the number of public educational institutions has been increased by 57, and now stands at 2,328. The increase is made up of 8 Secondary and 49 Primary Schools. One of the new Secondary Schools is a High School for girls. The indigenous and private institutions are shown as diminished by 834, and their number is now returned at 9,640. The decrease is mostly in the rote Korán schools, which are rather religious than educational enterprizes; it is too mainly nominal, being due to the new rule by which schools having less than six pupils are not recognized. There is also, however, some falling-off in private schools for Arabic, Persian and Mahájani. The total number of scholars throughout the Province was 245,713, a decrease of more than 11,000 since last year. This decrease was almost confined to private institutions, and is in great part nominal, as has been already explained. Schools of a public character nearly maintained their numbers, and it may be noted that the decrease in numbers in both private and public schools was confined to male pupils, female pupils showing a very considerable increase. In public schools the very slight falling-off and the failure to exhibit an increase are alike attributed to the severe epidemic of fever that afflicted considerable portions of the Province in the autumn of 1890. The gross expenditure during the year on public institutions was Rs. 25,33,609, or about a lakh of rupees more than in the year 1889-90. About half of this increased expenditure was covered by increased receipts from fees. Dividing the gross expenditure by the number of scholars, the average per scholar was rather more than Rs. 18. In general Table II attached to the Report this average is given at Rs. 11-15-9, but this only includes the direct expenditure on tuition. The continued increase of the income from fees is a gratifying proof of the growing sense of the importance of education.

3. *University Education.*—There was a falling-off in the number of candidates for all the Punjab University Examinations in Arts. In the B. A. test this falling-off was more than 16 per cent. The passes were, however, unusually good in both the Degree Examinations, so that though there were fewer candidates there were more degrees conferred than in the previous year. There was, on the other hand, a rather serious falling-off in the number of successful candidates in the Intermediate Examination in Arts. The Oriental Degree Examinations attract few candidates, but there seems to be a fair amount of competition in regard to Oriental Titles. It is, however, a noteworthy circumstance that the bulk of the candidates for these come from institutions outside the Province. In regard to Professional Examinations, the University acquired during the year the power to grant degrees in law, and actually granted the degree of Bachelor of Medicine for the first time. In regard to the Engineering Examination the Lieutenant-Governor agrees with the Director of Public Instruction that additional teaching facilities are required if the examination is to be popular and successful. The subject is an important one from its connexion with technical education, and Sir James Lyall will be glad if Mr. Sime will give it his careful attention.

4. The Government College, Lahore, showed very good educational results during the year and practically ceased to show a falling-off in number of pupils. St. Stephen's College and the Lahore Mission College also did good work and continue to prosper. The Scotch Mission College at Siálkot has made an excellent start. The Daya Nand College and the Municipal College at Amritsar were not very successful in their examination results. The Oriental College has done very well as a teacher of Oriental literature, but it fails to attract any considerable number of candidates for Oriental degrees. The Medical College did good work during the year, but the result of the Final Examinations was disappointing. Three of the students, however, attained the M. B. Degree of the Punjab University, while two of the old students who had proceeded to England to prosecute their studies succeeded in winning appointments in the Indian Medical Service in the open competition. The College and School buildings are being much improved, and the Lady Lyall Home for female medical students has now been open for some time. It is to be regretted that the number of female students is at present so small. The medical profession in India offers a considerable field for an independent and useful career to both European and Native women. It is a pity that the brilliant success of Miss Connor (followed unfortunately by an untimely death) has not induced a greater number of women to attempt the same career.

5. School Education.—*Secondary Schools.*—There was an increase of six Anglo-Vernacular Schools during the year, of which three were unaided institutions. These unaided schools are now 16 in number and muster 2,320 scholars. This is nearly 10 per cent. of all those reading in the Anglo-Vernacular Section. One Vernacular Board School of Middle Standard was added during the year. Among High Schools the only Vernacular School in the Province is that attached to the Oriental College. The desire to introduce English into all Secondary Schools seems very deep-seated and wide-spread. There were this year only 13 candidates on the Vernacular side of the Entrance Examination. The results of this examination were not very favourable. Out of 750 candidates less than 300 passed. The Board Schools of Mooltan, Amritsar and Jullundur were most successful in securing a high percentage of passes. The Middle School Examination shows more favourable results. About seven boys passed in every ten examined. The Anglo-Vernacular students were nearly twice as many as the Vernacular. The Lieutenant-Governor is glad to observe that there is a constant increase in the number of Boarding Houses attached to Secondary Schools and that the accommodation which they offer is improved.

6. *Primary Schools.*—There was an increase of 50 schools, but a decrease of 1,502 scholars during the year. Sickness was the chief cause of the latter result. The fees charged to the children of non-agriculturists are also said to be deterrent in some cases. As, however, they only average 2 annas a month, this can hardly be the case to any great extent, and there seems no reason for making any retrogressive change at present. The standard of instruction was well maintained in Primary Schools and the examination results were good. The Zamíndári Schools are reported to be unpopular, but require a further trial. If possible they should be adapted, as far as the special nature of the case permits, to the general educational system of the Province.

7. The Lieutenant-Governor is glad to observe that in schools of all classes considerable attention has been paid to physical instruction and to the formation of manly habits and a good type of character. These must be acquired in youth or not at all, and without them education, though it may make men more useful, often leaves them less estimable.

8. The Central Training College did good work during the year and was very successful in the examination for the Junior Anglo-Vernacular Certificate. The results for the Senior Anglo-Vernacular Certificate were also very good. In the Senior Vernacular Examination, however, more than half the candidates failed—

mostly in Urdu, Science, and School Management. The Mayo School of Art was very well conducted during the year ; and the Railway Technical School is in good course of development and progress. The Municipal Industrial School at Amritsar is a promising institution, and there are three other Industrial Schools in the Province which are at present in a rudimentary condition.

9. The total number of girls under instruction was 9,585. This is an increase of 6 per cent. during the year, but the figures are still miserably small. It is in regard to primary education only that any comparison can be made between the number of male and the number of female students. The boys undergoing primary instruction were more than one hundred and twenty thousand, while the girls were less than nine thousand. Nothing can show more clearly the backward state of female education in the Province, for in regard to primary instruction the difficulties which arise from the early age at which girls are withdrawn from school life have only a very limited application. The fact is that the general opinion of the country so far from demanding female education still rather distrusts it. Until this opinion is changed we cannot anticipate any very great results. It is especially to be regretted that the educated classes of the community generally show little or no desire for the education of their wives and daughters. The Municipal bodies, too, with the honourable exceptions of Gujránwála and Amritsar, are said to be apathetic, if not obstructive, in the cause. Under all these difficulties the progress that has been made is real and creditable, and Miss Francis is to be congratulated on her indefatigable discharge of her duties.

10. There is not much to be said as to the education of special classes. Bishop Cotton's School at Simla and the Boys' High School at Lahore were very successful in the Entrance Examination, as was the Lawrence Asylum at Murree in the VIIth Standard, equivalent to the Middle School Examination. The Mayo School at Simla also deserves great credit for the thoroughly practical character of the teaching which the girls receive there. Among special schools for Muhammadans there has been some progress. The Aitchison College at Lahore continues to do good work, and enjoyed fair success in examinations.

11. The thanks of the Lieutenant-Governor are due to Mr. Sime for his very full and clear Report, which was submitted with punctuality. It is perhaps a little doubtful whether the coloured circle maps are worth the time and cost spent upon them, and perhaps it may be considered possible next year to give the same information in tabular form. The acknowledgments of the Lieutenant-Governor are also due to the teaching and inspecting staff of the Province for the excellent work done by them during the past year.

ORDER.—Ordered that the above Remarks be printed and circulated with all copies of the Report; also that they be published in the *Government Gazette*; also that they be forwarded to the Government of India, in the Home Department, with the usual number of copies of the Report.

By order of the Hon'ble the Lieutenant-Governor,

R. G. THOMSON,

Offg. Revenue Secretary to Government, Punjab.

Punjab Government Press, Lahore—1-9-91—401.

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Chapter I, 1. General Summary.

GENERAL SUMMARY.

	Number of Institutions.				Number of Scholars.				Expenditure.			
	1890-91.	1889-90.	Increase.	Decrease.	1890-91.	1889-90.	Increase.	Decrease.	1890-91.	1889-90.	Increase.	Decrease.
PUBLIC INSTITUTIONS.									Rs.	Rs.	Rs.	Rs.
FOR MALES.												
Arts Colleges ... { English ...	6	6	...	...	389	358	31	...	1,02,861	1,07,671	...	4,810
Arts Colleges ... { Oriental...	1	1	...	...	79	81	...	2	20,541	18,689	1,852	...
Medical College	1	1	...	...	124	106	18	...	61,370	57,849	3,521	...
High Schools	47	45	2	...	13,841	13,278	563	...	4,53,963	4,20,529	33,334	..
Middle Schools	210	205	5	...	30,937	31,195	...	258	3,27,540	3,19,371	8,169	...
Total Secondary Schools ...	257	250	7	...	44,778	44,473	305	...	7,81,403	7,39,900	41,503	...
Primary Schools	1,726	1,677	49	...	83,249	84,763	...	1,514	3,83,772	3,72,500	11,272	..
Total Schools for General Education	1,983	1,927	56	...	128,027	129,236	...	1,209	11,65,175	11,12,400	52,775	.
Schools for Special Instruction	12	13	...	1	1,124	1,114	10	...	1,22,492	1,22,148	344	...
Total Schools for General Education and for Special Instruction	1,995	1,940	55	...	129,151	130,350	...	1,199	12,87,667	12,34,548	53,119	...
FOR FEMALES.												
High Schools	6	5	1	...	508	453	55	...	40,999	32,270	8,729	...
Middle Schools	20	19	1	...	1,138	1,023	115	...	62,492	63,061	...	569
Total Secondary Schools ..	26	24	2	...	1,646	1,476	170	...	1,03,491	95,331	8,160	...
Primary Schools	299	299	...	...	9,012	8,530	482	...	71,274	66,698	4,576	...
Total Schools for General Education	325	323	2	...	10,658	10,006	652	...	1,74,765	1,62,029	12,736	...
Total Public Institutions for Males and Females ...	2,328	2,271	57	...	140,401	140,901	...	500	16,47,204	15,80,786	66,418	...
PRIVATE INSTITUTIONS.												
For Males	6,314	7,397	...	1,083	93,313	106,852	...	13,539	...	...	...	...
For Females	998	806	192	...	11,999	9,422	2,577	...	...	...	...	...
Total Males and Females ...	7,312	8,203	...	891	105,312	116,274	...	10,962	...	...	...	...
Grand Total of Institutions, Public and Private ...	9,640	10,474	...	834	245,713	257,175	...	11,462	...	...	...	...
Scholarships	...	...	...	...	...	...	...	...	1,28,274	1,34,987	. .	6,713
Other charges	...	...	...	...	...	...	...	...	7,58,131	7,17,082	41,049	...
Grand Total of Expenditure	...	...	...	...	...	...	...	...	25,33,609	24,32,855	1,00,754	...
	Number of Scholars.											
High Stage ... ... { Boys	1,708	1,598	110	...	From Imperial Revenues ...				1,31,869	1,29,636	2,233	...
High Stage ... ... { Girls	22	25	...	3	,, Provincial Revenues ...				7,37,496	7,12,787	24,709	...
					,, District Funds ...				5,65,813	5,27,879	37,934	...
Middle Stage... ... { Boys	10,955	10,449	506	...	,, Municipal Funds ...				3,27,150	3,15,412	11,738	...
Middle Stage... ... { Girls	370	322	48	...	,, Fees { Tuition fees ...				3,96,073	3,47,618	48,455	...
					,, Fees { Other fees ...				36,067	36,669	...	582
Total ... ... { Boys	12,663	12,047	616	...	,, Other sources ...				3,39,121	3,62,854	...	23,733
Total ... ... { Girls	392	347	45	...								
Upper Primary Stage* { Boys	23,612	23,671	...	59					25,33,609	24,32,855	1,00,754	...
Upper Primary Stage* { Girls	865	810	55	...								
Lower Primary Stage* { Boys	91,791	93,532	...	1,741								
Lower Primary Stage* { Girls	9,362	8,835	527	...								
Total ... ... { Boys	115,403	117,203	...	1,800								
Total ... ... { Girls	10,227	9,645	582	...								

* Of both Secondary and Primary Schools.

CHAPTER I.

GENERAL SUMMARY.

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Number of institutions of all kinds and scholars.

1. The table on the opposite page contains a general summary of the statistics of educational institutions of all kinds for the last two years.

The number of Public Institutions has risen from 2,271 to 2,328, or by 57; whereas there has been a fall of 500 in the number of scholars, or from 140,901 to 140,401. The fall was mostly in the Lower Primary classes, and, as chiefly owing to an unusual amount of sickness in the early part of the inspecting season, is not likely to be permanent. There was a decline in the Private Institutions from 8,203 to 7,312, and in the number of scholars, from 116,274 to 105,312, or by as many as 10,962. Schools having less than 6 scholars are not now recognised; and the exclusion of a large number of these, mostly Qurán Schools, will account, in some measure, for the reduced return. But, as explained in Chapter VIII, those returns cannot be taken as entirely reliable. Putting both public and private institutions together, there are now 9,640 of these in the Province, giving instruction to 245,713 scholars, or to about 8·7 per cent. of the children of a school-going age.

Colleges.

2. As at the close of the previous year, the number of Colleges remains 8,—7 Arts Colleges, and 1 Medical College. The Arts Colleges have altogether 468 students, against 439 in the previous year,—all males; and the Medical College has 124 against 106, including 4 females. The total number of students receiving a University education is 592, or 47 more than last year. It has to be explained that, of the 79 students in attendance on the Oriental College, only 19 are Arts' students properly so called, the remaining 60 receiving instruction in languages only,—chiefly in Oriental Classical Languages.

Secondary Schools.

3. The number of Secondary Schools for boys rose during the year from 250 to 257, and the number of scholars, from 44,473 to 44,778. There are besides, 26 Secondary Schools for girls, with an attendance of 1,646, as compared with 24 schools and 1,476 scholars last year. The total of Secondary Schools for both boys and girls is, therefore, 283, with 46,424 scholars. This number includes 1,766 European children. Of the 283 schools, 130 are purely Vernacular, and 153 Anglo-Vernacular, or English, Schools. Of the total number of scholars, 28,876 are in attendance on the Anglo-Vernacular, and 17,548 on the Vernacular Schools; 1,730 belong to the High, 11,325 to the Middle, and 33,369 to the Primary stage of instruction.

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Primary Schools.

4. The Primary Schools for boys increased from 1,677 to 1,726, or by 49 schools; but the number of scholars fell by 1,514, or from 84,763 to 83,249. The cause of this decrease has been already noticed. The new schools were mostly Zamíndárí Schools, and were themselves affected by the sickness which caused the general decline. The Primary Schools for girls remained, as in the previous year, 299, with an increase of 482 scholars, or from 8,530 to 9,012. There are, thus, altogether 2,025 schools for Primary education, attended by 92,261 scholars. As the Primary classes of the Secondary Schools contain 33,369 scholars, the total number receiving Primary instruction in public schools is 125,630, of whom 24,477 belong to the Upper Primary, and 101,153 to the Lower Primary stage.

Schools for Special Instruction.

5. There were 12 schools for the Special Instruction of males at the end of the year, instead of 13 in the last return. These consisted of 5 Training Institutions for Teachers, 1 Medical School, 1 Law School, 1 Veterinary School, 1 School of Art, and 3 Industrial Schools. The decrease was in one of the Industrial Schools. The number of scholars in all the Special Schools was 1,124, against 1,114 in the previous year. There are, at present, no schools for the special training of females, the institutions formerly called Female Normal Schools being now returned as ordinary Girls' Schools, and another means being at present employed for the training of Female Teachers; but there are 9 girls in attendance at the Medical School. I have followed the practice of returning the Law School under the head of Schools for Special Instruction, although, as seems to me, it would be more appropriate to return it, along with the Medical College, under Colleges for Professional Training, as a sub-head of University Education.

Public Institutions; their management.

6. Of the 2,328 Public Institutions now returned, 21 are managed by Government, 2,021 are under Local Boards, and 286 are under Private Management,—254 of the last being Aided, and 32 Unaided Schools. The Government institutions are limited to an Arts and a Medical College, the Military Asylums at Sanáwar and Murree, a few schools for Special Instruction, the Anglo-Arabic School, Delhi, and the Model Schools attached to the Normal Schools for training Teachers. The number of scholars in institutions under direct Government management is now only 2,789.

Private Institutions; what they teach.

7. Of the 7,312 Private Institutions, all but 240 are Indigenous Schools; 6,314 are for males, and 998 for females; and of the 105,312 scholars, 93,313 are boys, and 11,999 girls. Of the boys, as many as 47,078 belong to what are known as Rote Schools for religious instruction; 9,408 are instructed in Oriental Classical Languages almost exclusively; and 36,827 attend Elementary Schools for instruction mostly in a Vernacular language only. Of the girls, 10,319 attend Rote Schools, all but a few for instruction in the Qurán; and 1,680 attend Elementary Vernacular Schools. Since 1885, the efforts of the Department have been directed to induce the managers of Private Schools, by the offer of grants-in-aid, to add some of the elements of useful knowledge to their schemes of instruction; and, during the past year, 412 schools, with 15,445 scholars, were examined, and grants awarded to the amount of Rs. 27,223. This is now an important, and rapidly increasing, factor in our educational system.

Distribution of scholars as to race or creed.

8. In Public Institutions, the scholars are distributed according to race or creed, thus,—Hindús 83,111, Muhammadans 54,114, Native Christians 956, Europeans 1,970, Others 250; in Private Institutions, Hindús 28,612, Muhammadans 74,765, Native Christians 1,027, Europeans 103, and Others 805. In Public

Institutions, the proportion of Hindú to Muhammadan scholars is roundly 83 : 54; in Private Institutions, it is 28 : 74; and in the grand total under instruction, it is 111 : 128. The proportion in favour of Muhammadan scholars in Private Institutions is due to the fact that, against only 985 Hindú scholars in attendance on Shástrí Schools, 56,350 Mahammadan scholars are returned as attending Qurán Schools.

Expenditure.

9. The total expenditure for the year was Rs. 25,33,609, being an increase of Rs. 1,00,754 on the return of last year. The direct expenditure amounted to Rs. 16,47,204, the indirect, to Rs. 8,86,405. The increase in *direct* expenditure was Rs. 66,418, distributed over nearly all the different classes of Public Institutions. Of this increase, Rs. 8,400 is nominal, that amount having this year been transferred to its proper head from Scholarships, which are included under indirect expenditure. The increase in *indirect* expenditure was Rs. 41,049. On account of the transfer already noticed, there was a slight decrease in the expenditure on Scholarships, the whole increase in indirect expenditure being, therefore, under 'Other Charges,' which include Buildings, Furniture, Inspection, Direction, &c.

Direct expenditure on Public Institutions.

10. In Arts Colleges, including the Oriental College, the expenditure amounted to Rs. 1,23,402, being a decrease of Rs. 2,958; and in the Medical College, it rose by Rs. 3,521 to Rs. 61,370. The whole direct expenditure on University Education was Rs. 1,84,772.

In Boys' Schools for general education, the expenditure was Rs. 11,65,175, or Rs. 52,775 more than last year. The rise was partly owing to the opening of new schools and of raising the grade of a few others, but chiefly to improvements effected in the schools generally. In Girls' Schools, the expenditure rose by Rs. 12,736 to Rs. 1,74,765, the increase being for the last reason mentioned in the case of the Boys' Schools. The total direct expenditure on Schools for General Education was Rs. 13,39,940.

The expenditure on Schools for Special Instruction was Rs. 1,22,492, or very much as last year. Of this amount, Rs. 55,712 were spent on the Training Institutions for Teachers, and Rs. 66,780 on the other institutions for Professional and Technical instruction.

Indirect expenditure.

11. Scholarships, for the reason already given, show a decrease of Rs. 6,713 in the expenditure; but, if the Rs. 8,400 wrongly included last year be excepted, there would be a slight real increase of Rs. 1,687. Although there were somewhat fewer School Scholarships, there were a few more College Scholarships current during the year.

The details of the remaining heads of indirect expenditure are noted below, and show an increase on Buildings, University, Inspection, and Miscellaneous, and a decrease on Furniture and Direction :—

	1890-91.	1889-90.	Increase.	Decrease
(1). Buildings	2,63,842	2,50,528	13,314	..
(2). Furniture and apparatus...	44,653	48,830	..	4,177
(3). University	72,091	60,912	11,179	..
(4). Direction	44,436	46,252	...	1,816
(5). Inspection	1,63,200	1,51,070	12,130	...
(6). Miscellaneous	1,69,909	1,59,490	10,419	...
Total	7,58,131	7,17,082	41,049	..

Chapter I.12. General Summary.

The increased expenditure on Buildings is due to the fact that several rather large special works have been on hand during the year, including the Government College Boarding House at Lahore, the Railway Technical School building, and extensive additions to the Mayo School of Art. The increase in University expenditure was mainly on the establishment and the objects of the several endowments; that on Inspection was due to the presence, throughout the year, of the full complement of Inspectors,—two having been on leave, with juniors acting for them, during part of the previous year, and to the Inspectress of Schools, who was appointed at the close of the previous year, having aso been continuously on duty; and that under the head of Miscellaneous, to the increased grants earned by Indigenous Schools already referred to, and given in detail in the Chapter on Private Schools.

Expenditure from Imperial Revenues.

12. The expenditure from this source is mainly on the Military Asylum at Sanáwar. A grant to the Veterinary School at Lahore is also included. In the General Tables prescribed by the Government of India, this expenditure is shown under the head of 'Other Sources.' The increase shown this year in the General Summary of Rs. 2,233 is due to an advance in the boarding expenditure of the Sanáwar Asylum.

Expenditure from Provincial Revenues.

13. There is an increase of expenditure from Provincial Revenues of Rs. 24,709. This is due to the increase of Rs. 12,130 on Inspection already accounted for; to Rs. 9,472 of extra expenditure on Buildings; of Rs. 4,680 on Scholarships, chiefly for girls on passing the Lower Primary and Upper Primary Examinations, and of Rs. 3,649 on the office of the Registrar, Educational Department, the expenditure on which has hitherto been covered by the sale proceeds of the old stock of the Book Depôt. There are also *per contra* decreases amounting to Rs. 5,222.

Expenditure from District and Municipal Funds.

14. The expenditure from District Funds shows an increase of Rs. 37,934, which was mostly due to improved school equipment, both in staff and appliances, and to grants to Indigenous Schools. It also includes an increase of Rs. 7,841 on School Buildings, an item of Rs. 1,917 as contribution towards the staff of the Lahore Medical College, which was wrongly included last year in expenditure from Provincial Revenues, a few new scholarships, and a small grant to an Aided College. From Municipal Funds, the increase is only Rs. 11,738, which was made up mostly of expenditure on Buildings and Furniture, grants to the Medical College and Aided Colleges, and to Indigenous Schools.

Expenditure from 'Other Sources.'

15. Under this head is included the income from endowments and private sources, which, with fees and grants-in-aid, forms the chief support of all the Aided Institutions and European Schools. Besides expenditure on establishments, it includes the cost of buildings and furniture, and scholarships to ordinary and special institutions. The return for this year shows a decrease of Rs. 23,733, which is mostly due to an unusual expenditure on buildings and furniture, during the previous year, in connection with the Mission Colleges at Lahore and Delhi.

Fees.

16. The returns continue to show a large increase in Tuition Fees, amounting this year to Rs. 48,455. The rise extends through all classes of institutions. In the Colleges, it amounted to Rs. 6,170; in Secondary Schools to Rs. 36,179, in Primary Schools to Rs. 5,366; and in Institutions for Special Training to Rs. 740. The European Schools contributed Rs. 12,681, included in the above. There is a slight fall in the fees paid for admission to the University Examinations, included under the head of "Other Fees.'

Chapter I, 17. General Summary. Examination results.

17. The following table compares the number of successful candidates in the University and Departmental Examinations for the last two years :—

NUMBER OF CANDIDATES FROM WITHIN THE PROVINCE SUCCESSFUL IN THE VARIOUS EXAMINATIONS (PRIVATE CANDIDATES INCLUDED).

	Number of successful Candidates.			
	1890-91.	1889-90.	Increase.	Decrease.
1. Master of Arts Examination	3	1	2	...
1. Master of Oriental Learning	...	1	...	1
2. Bachelor of Arts	37	34	3	...
2. Bachelor of Oriental Learning	4	4		...
3. Intermediate ... Arts ... Calcutta	...	2	...	
3. Intermediate ... Arts ... Punjab	84	117	...	33
3. Intermediate ... Oriental, Punjab	3	3	...	...
4 Entrance Examination, Calcutta Boys	57	87	...	30
4 Entrance Examination, Calcutta Girls	1	5	...	4
5. Ditto, Punjab English Boys...	321	376	...	55
5. Ditto, Punjab English Girls...	1	2	...	1
5. Ditto, Punjab Vernacular, Boys	10	11	...	1
6. Middle School, Middle Standard, and 7th Standard Examinations. English ... Boys	1,745	1,799	...	54
6. Middle School, Middle Standard, and 7th Standard Examinations. English ... Girls	33	24	...	...
6. Middle School, Middle Standard, and 7th Standard Examinations. Vernacular Boys	865	892	9	27
6. Middle School, Middle Standard, and 7th Standard Examinations. Vernacular Girls	7	7	...	...
7. Upper Primary and 4th Standard Examinations. Boys	7,613	7,406	207	...
7. Upper Primary and 4th Standard Examinations. Girls	226	220	6	...
8. Lower Primary and 2nd Standard Examinations. Boys	11,612	11,413	199	...
8. Lower Primary and 2nd Standard Examinations. Girls	533	438	95	...

In the Degree Examinations of the Punjab University, there is a slight increase in the number of passes, except in the Master of Oriental Learning Examination. In the Intermediate Examination, the number of successes is smaller, but the percentage of passes, compared with the number of candidates, namely, 57, is not unfavourable. The results for the Entrance Examination, with only 38 per cent. of successes, against 46 in the previous year, are rather disappointing, and are attributed, with apparent good reason, to the extreme difficulty of one of the examination papers. There is a slight decrease in the passes by the Middle School and Middle Standard Examinations; but the percentages of success were high. All the Primary Examinations show an advance on the previous year; and the increase on the side of the Girls' Schools is especially satisfactory. A few candidates from the Punjab still appear in the Calcutta University Examinations; but this is a rapidly decreasing number. This year the higher examinations are blank, and only 58 passes are recorded for Entrance, against 92 in the previous year. Of the successes, 16 out of 18 candidates were from the European Schools, which is an excellent result. During the year, 10 out of 26 candidates passed by the Final Standard for European Schools. As this standard has been accepted by the Punjab University as equivalent to Matriculation, and as it is better adapted to the requirements of the European Schools, it is probable that these schools will now more generally appear in the Final Standard Examination than heretofore. The Inspectors report favourably of the classes other than those examined by the above standards; and, on the whole, it may be considered that the examination results for the year are evidence of instructional improvement.

Moral instruction, discipline, and conduct.

18. Much emphasis is now put on the necessity of efforts to cultivate the character and the manners, as well as the intellects, of the scholars; and the result is an awakened interest, throughout the Province, in this important matter. The tone and discipline

Chapter 1, 19. General Summary.

of both Schools and Colleges are gradually improving, and the conduct of the scholars has been, generally, satisfactory. The fault of trying to copy during examination is frequently detected; but this will disappear as self-reliance is begotten, and promptitude on the part of the teachers to detect such misbehaviour. A few cases of misrepresentation of age were brought to light, and severely punished. The Inspector of the Delhi Circle refers to a case of falsification of registers, &c., in an Aided School, which, he remarks, was "all the more deplorable, as it was perpetrated by the Manager himself, with the connivance of the teachers, and with the knowledge of every boy in the school." This case, I need not say, was summarily and promptly dealt with. But the tone of the schools, on the whole, is very favourably reported of. I quote from the report of the Inspector of Lahore on the point:—

"Instances where boys have been guilty of gross misconduct are so rare that they bring out into vivid relief the general amenability of the boys to discipline within school hours. Perfect education, of course, does not exist in India; it is doubtful whether it exists anywhere except where a child has the example of a good father and a good mother before it. By perfect education, I mean that system which contains beyond the imparting of a certain amount of knowledge, a training devoted to the development of health, physical power and skill, of obedience, of a pure heart, of a sympathy with one's fellow creatures, of firmness of character, and of a proper sense of duty. The first of these conditions is, of course, easily controlled and tested; physical training is likewise encouraged; obedience is strictly enforced; but, as for the rest, we have to remain content with the selection of our teachers, whose example, we hope, will influence the moral nature of the pupils. That it has done so, in many instances, I am perfectly satisfied; for personal experience has proved that, in a great number of cases, servants of Government, who now occupy positions of honour and trust, have imbibed their idea of duty from their former teachers, and that, on the whole, the sense of duty is higher now among Panjábís than what it was twenty-five years ago."

Physical training.

19. The chief forms in which encouragement is given to physical education in the schools are in gymnastics, drill, and games, including cricket; and, during the year, a good deal was done in each respect. More gymnastic teachers have been employed; apparatus has been supplied to most of the large schools; and tournaments have been more generally held, which give a great impetus to the cause. Courses of physical training have been laid down for each class of institution; and rules regarding the supply of instructors, play-grounds, and appliances, and for the organizing of tournaments, have been drawn up and incorporated in the Education Code. As will be explained more fully in Chapter IV, great progress has been made during the year in the development of physical education. "The Head Masters of Vernacular Middle Schools," the Inspector of Jullundur says, "who formerly looked on this branch of instruction with apathy, and grudged the time taken for it, have taken to it kindly, and now consider it an important part of their duty." It is, of course, valuable in itself, as giving a healthy, active body; but it is to be regarded as of especial use in lending vigour to the mind, and as a means, by the rubbing and contact it affords, of influencing the feelings and temper, and so of cultivating the character.

General progress during the year.

20. Although there is a falling off in the numbers attending both public and private schools, the past year cannot be regarded but as one of progress, on the whole. New schools have been opened; private schools have been brought in increasing numbers under the influence of the Department; all education above the Primary stage is manifestly advancing; the fees have risen at a great rate; the instructional condition of the schools, as tested by examinations, is, on the whole, improved; increased attention has

been given to both moral and physical instruction; and the people, especially in the towns, are awakening to a sense of the advantage, if not of the necessity, of educating their children. The progress of female education is very slow, and the proper instruments for advancing it are wanting; but even here there is a forward movement, with hope for the future. Speaking of the indications of general progress during the year, one of the Inspectors (Dr. Stulpnagel) says: "If it were not for the slow advance of female education, and the tendency to declining numbers in the Primary classes, there would be nothing left to desire under the present circumstances." Another Inspector (Mr. Harvey) remarks: "Everywhere there is steady intellectual progress; and I have reason to believe there is a strong under-current of moral advancement, which cannot be guaged by statistics."

Management of the Schools by District Boards.

21. It has been noticed that, of the 2,328 Public Institutions in the Province, as many as 2,021 are managed by Local Boards; and the character of the management by these Bodies cannot but have an important bearing on the progress of education. It is the impression of Inspecting Officers that District Boards are beginning to give more attention to the schools under their charge, and to take a greater practical share in the management of them. Their interest, however, is generally measured by the concern manifested in the same direction by the Deputy Commissioners. In most Districts, the Boards merely deliberate on what is to be done, and leave the Deputy Commissioners to carry out their decisions, the District Inspectors being their chief agents in this respect. In the Frontier Districts, the schools remain practically in the hands of the Deputy Commissioners. It is, therefore, mainly on the interest of the District Officers, backed by energy on the part of the District Inspectors, that the success of the District Board Schools depends. In some Districts, there are Educational Sub-Committees; but these have not hitherto proved a success, being apt to overlook the Code regulations, and to conflict with the District Inspectors. On the whole, the general verdict regarding District Boards is that they are not yet quite an independent agency in school affairs.

Management of the Schools by Municipal Boards.

22. Municipal Boards are of a different type, and have generally assumed the actual management of the schools under their jurisdiction. Some are well managed; the majority are fairly so; but a considerable number are neglected. Here, however, the District authorities again step in, assume the charge as in the case of District Board Schools, and save the institutions from collapse. The chief failing of the Municipal Boards in independent charge is in a disinclination to expand their efforts, by opening new schools, and working on new lines, as the means become available. There are, of course, a few honourable exceptions to this; but it is in this way that the cause of education in towns has mostly suffered from localization. There is often, also, a want of promptitude in attending to the wants of the schools, duly brought to notice by the Inspecting Officers; and complaints have been made of unwillingness on the part of some Boards to pay the small grants earned by deserving Private Schools. Miss Francis felt the same difficulty sometimes with regard to Girls' Schools. Three of the Inspectors of Schools speak favourably, on the whole, of the educational work of Municipal Boards; but it is generally admitted that the loss of independence on the part of the Masters has a rather serious bearing on the higher interests of the schools. On the whole matter, the Inspector of the Jullundur Circle remarks: "My opinion regarding the management of schools by the Municipal

Chapter I. 23. General Summary.

Committees is not, I regret to say, very favourable. The infringement, on their part, of the rules laid down in the Code for their guidance, is not infrequent, and entails considerable correspondence on the offices of the Deputy Commissioner and the Inspector. The relations between the Committees and the Head Masters are seldom very cordial, and the complaint is general, on the part of the latter, especially of those of important schools, that their prestige is gone. The discipline of some schools has suffered in consequence of undue partiality shown by the Committees to subordinate teachers. They are sometimes slow in supplying the wants of the schools, and the work, consequently, suffers. The party-spirit prevailing in the councils of some of the Committees is also injurious to the interests of the schools." If, however, the true spirit were awakened in these Boards, there would be no end to the good they could do.

Extent to which District Boards fulfil their obligations as to expenditure on education.

23. One of the chief obligations to the cause of education of Local Boards is to spend a fair share of their resources in that interest. It has also been laid down by Government what the minimum amount of this obligation should, as a rule, be, in respect of both District and Municipal Boards. In the former case, exclusive of charges on buildings, of grants from public sources, and of fees, it is *twenty-five* per cent. of the annual income of the District Fund. Such a ruling is of great use both to the District and Educational authorities; and the table given on pages 12 and 13 will show to what extent District Boards fulfilled their obligations in this regard during the past year. From columns 8 and 9 of the first section of the table, it will be seen that the total budget provision for all the Districts fell short of the minimum that might be required of them, by Rs. 1,03,273; and from column 17 of the third section, that the gross expenditure was less than the budget provision by Rs. 23,803. There was, thus, spent by District Boards on their schools the sum of Rs. 1,27,076 less than they might have been called upon to do. They however spent, not including buildings, Rs. 35,678 more than last year, which is satisfactory. Comparing columns 23 and 25, it will be seen that the expenditure from the twenty-five per cent. of the District Fund,—called net expenditure,—exceeded the amount of that expenditure in 1885-86, that is, before the localization of the schools, by Rs. 50,172. There is, indeed, a steady advance in this respect. The net expenditure is, however, Rs. 1,31,137 less than it might be required to be, which leaves a considerable margin for extended efforts. The second section of the table shows that the budget provision for Primary Schools fell short of what might be required by Rs. 66,276. It is by the increase of fees that, with the advance of education, the net expenditure has not risen much more; and the obligation, with a view to furthering the cause, remains.

Obligation of District Boards considered by Circles and Districts.

24. If the discharge of this obligation be considered by Circles, it will be found that the net expenditure for the Deraját Circle, compared with what might have been required, is 92 per cent.; for the Ráwalpindi Circle, it is 83; for the Lahore Circle, 81; and for the Delhi and Jullundur Circles, about 74 each. If the Districts be compared in this respect, the Simla and Dera Ghází Khán Districts head the list with more than the minimum required; the Amritsar, Gujránwála, Gujrát, Bannú, Jullundur, and Ráwalpindi Districts follow, in order, with more than 90 per cent.; 8 other Districts spend more than 80 per cent.; 9 others more than 70; the Jhang and Kángra Districts spend over 60 per cent.; the Montgomery District spends over 50; and the Ferozepore, Hissár, and Kohát Districts less than one-half of what they might be called upon to spend.

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General Summary.

25. The minimum amount which Municipal Boards may be required to spend on education, not including buildings, grants from public sources, nor fees, is *ten* per cent. of the annual income from Municipal Funds. The table, which extends from page 14 to 23, will show to what extent the Municipal Boards fulfil their obligations in this respect. From columns 7 and 8 it will be seen that the total budget provision for all the Municipalities fell short of the minimum that might have been required by Rs. 1,52,583, and from column 9, that the gross expenditure was less than the budget provision by Rs. 15,453. The total gross expenditure was, therefore, Rs. 1,68,036 less than might have been required. This was, however, Rs. 15,365 more than last year. Comparing columns 6 and 14, it will be observed that the actual net expenditure was Rs. 1,85,000 less than it might have been required to be. This is Rs. 3,152 less than was expended from Municipal Funds before localization. The fees, in the interval, have increased enormously; but that, so long as there is a pressing want of school extension, does not relieve Municipalities of their obligations in respect of the required minimum. The fact is that Municipal Boards, as a rule, are content to let the measure of their additional income from fees be the limit of their efforts to extend education.

Extent to which Municipal Boards fulfil their obligations as to expenditure on education.

26. The degree to which the Municipalities of the Province, on an average, fulfil their duty with respect to the ten per cent. minimum of expenditure on education is about 42 per cent. The principal Municipalities spend only 32 per cent. of the minimum; whereas the minor Municipalities spend about 81 per cent. Making a comparison again by Circles, the Deraját Circle has the highest percentage of expenditure, namely, 79. Then follows the Ráwalpindi Circle, with 55 per cent.; then the Jullundur Circle with 53; then the Lahore Circle, with 35; and then the Delhi Circle, with 32. The Delhi and Simla Municipalities, with 24 per cent., and less than 0, respectively, bring down the average for the Delhi Circle, in the same way that the Lahore Municipality, with less than 9 per cent., brings down that of the Lahore Circle. The contrast in the percentage of expenditure between the principal and minor Municipalities in the Delhi and Lahore Circles is very marked, being in the former 21 and 77, and in the latter 25 and 99. In the Jullundur Circle, it is 53 and 71; in the Ráwalpindi Circle, 48 and 78; and in the Deraját Circle, 80 and 79. The minor and poorer Municipalities, almost without exception, spend far more, comparatively, on the cause of education than the rich and more capable bodies. The exceptions are Gujránwála and Núrpur, which spend more than the minimum that may be required. The Siálkot Municipality also spends liberally, or about 94 per cent. of the minimum. Amritsar, with 41 per cent., spends nearly double what Delhi does, and about five times as much as Lahore. The Simla Municipality, which received a grant from Provincial Revenues of Rs. 2,613, spent less than the income from this source and fees by Rs. 510, and less than when the school was made over to it, by Rs. 1,617.

Obligations of Municipal Boards considered by Circles, &c.

27. Within the next few months, the revision of the contract made with Municipalities on the transfer of the schools to their jurisdiction in 1886, which is due from the beginning of the next official year, will have to be considered. In this connection, the circumstances referred to in the last two paragraphs, by which it appears not only that a sum far short of what might be required is spent by Municipal Boards on education, but that several of these bodies now actually save money on their schools, will have to be taken into account. The problem will be how to readjust expenditure from Provincial Revenues in connection with the

Revision of the contract with Municipalities, and the localisation of grants-in-aid.

Statement of Expenditure on Education

1	2	3	4	5	6	7	8	9	10	11	12
	Budget Provision for Education.								Budget		
Districts.	Grants made by Government.	Contributions from other District Funds on account of Divisional High School Scholarships.	Contributions from Municipal Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Twenty-five per cent. of District Fund Income, exclusive of the items in columns (2), (3), (4), (5), and (6).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on school buildings.	Grants made by Government for Primary Schools.	Contributions from Municipal Funds for Primary Schools.	Subscriptions and Endowments.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Hissár	...	...	...	...	470	22,790	23,260	11,363	...	...	...
2. Rohtak	245	..	...	100	900	21,175	22,420	19,090	245	...	...
3. Gurgáon	...	...	...	...	1,500	28,996	30,496	27,561	..	...	...
4. Delhi	180	702	...	...	1,100	22,750	24,732	19,774	180	...	...
5. Karnál	400	...	...	..	1,000	18,567	19,967	19,394	400	...	...
6. Umballa	400	...	...	...	2,690	32,235	35,325	26,158	400	...	...
7. Simla	126	...	...	137	59	300	622	948	...	...	85
Total Delhi Circle	1,351	702	...	237	7,719	1,46,813	1,56,822	1,24,288	1,225	...	85
8. Kángra	337	...	...	...	900	22,886	24,123	16,696	337	...	...
9. Hoshiárpur	360	...	...	...	3,000	35,850	39,210	33,983	360	...	..
10. Jullundur	180	594	...	...	2,500	33,367	36,041	34,239	180	...	...
11. Ludhiána	288	...	...	...	3,100	26,988	30,376	28,204	288	...	...
12. Ferozepore	300	...	...	...	1,760	31,629	33,689	23,401	300	...	...
Total Jullundur Circle	1,465	594	...	...	11,260	1,50,720	1,64,039	1,36,523	1,465	...	...
13. Mooltan	400	...	308	...	500	22,000	23,208	19,160	400	50	...
14. Jhang	300	...	...	198	500	12,326	13,324	8,813	300	...	36
15. Montgomery ...	...	...	...	233	450	13,797	14,480	10,575	...	...	...
16. Lahore	180	648	...	...	1,372	24,300	26,500	19,510	180	...	...
17. Amritsar	400	...	819	96	4,500	24,457	30,272	30,000	400	...	...
18. Gurdáspur	252	...	...	...	3,500	33,487	37,239	34,000	252	...	...
Total Lahore Circle	1,532	648	1,127	527	10,822	1,30,367	1,45,023	1,22,058	1,532	50	36
19. Siálkot	...	...	206	...	3,000	34,136	37,342	31,190	...	...	...
20. Gujrát	...	...	...	100	2,520	15,037	17,657	17,533	...	...	...
21. Gujránwála	400	...	354	...	3,700	14,669	19,128	20,207	400	84	...
22. Sháhpur	400	...	...	...	2,600	15,350	18,350	14,620	400	...	...
23. Jhelum	180	...	96	...	2,300	15,834	18,410	18,119	180	...	...
24. Ráwalpindi	400	460	...	...	1,500	21,892	23,752	22,662	400	...	...
25. Hazára	...	...	...	...	90	7,080	7,170	5,912	...	...	...
26. Pesháwar	...	432	...	...	550	16,849	17,831	15,267	..	...	..
27. Kohát	158	...	...	...	50	5,826	6,034	2,465	158	...	...
Total Ráwalpindi Circle.	1,538	892	656	100	16,310	1,46,173	1,65,669	1,47,975	1,538	84	...
28. Bannú	400	...	...	...	110	11,316	11,826	10,017	400	...	...
29. Dera Isma'íl Khán...	220	216	...	36	125	11,279	11,876	10,741	220	...	36
30. Dera Ghází Khán ...	400	...	240	...	150	9,577	10,367	11,706	400	...	...
31. Muzaffargarh ...	400	...	...	...	100	12,497	12,997	12,038	400	...	...
Total Deraját Circle	1,420	216	240	36	485	44,669	47,066	44,502	1,420	...	36
Grand Total for the Punjab.	7,306	3,052	2,023	900	46,596	6,18,742	6,78,619	5,75,346	7,180	134	157

from the District Funds.

13	14	15	16	17	18	19	20	21	22	23	24	25
Provision for Primary Schools.				Actuals for Education.								
Amount of fees as estimated.	Fifteen per cent. of the District Fund Income, exclusive of the items in columns (10), (11), (12), and (13).	Total of preceding columns, being the minimum provision that may be required by Government for Primary Education.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on school buildings.	Gross expenditure during the school year other than that on school buildings.	Grants made by Government.	Contributions from other District Funds on account of Divisional High School Scholarships.	Contributions from Municipal Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended on all educational items except school buildings.	Net amount expended during the previous year.	Net amount expended before localization, i.e., in 1885-86.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
470	13,674	14,144	7,674	9,765	...	...	...	...	556	9,209	8,484	8,141
600	12,705	13,550	9,176	17,443	245	...	...	112	818	16,268	14,634	16,209
700	17,397	18,097	15,316	25,375	...	...	...	...	1,678	23,097	21,874	21,274
500	13,847	14,527	11,628	19,471	180	688	418	...	1,109	17,076	15,690	16,907
600	11,200	12,200	11,392	16,725	400	...	...	...	855	15,470	13,742	11,641
1,390	19,536	21,326	14,042	27,814	400	...	...	...	2,545	24,869	23,631	24,072
59	180	324	948	1,263	126	...	...	137	113	887	1,043	1,096
4,319	88,539	94,168	70,176	1,17,856	1,351	688	418	249	7,674	1,07,476	99,098	99,340
300	13,822	14,459	8,692	16,420	337	...	...	724	833	14,526	15,048	12,340
2,600	21,510	24,470	16,428	31,942	360	...	...	1,846	2,225	27,511	23,319	22,711
1,800	20,214	22,194	19,896	35,272	180	594	...	808	2,196	31,494	30,191	29,079
1,700	16,403	18,391	14,334	27,623	288	...	...	139	3,448	23,748	21,623	21,723
700	19,156	20,156	11,730	16,665	300	....	55	...	2,155	14,155	14,528	14,430
7,100	91,105	99,670	71,080	1,27,922	1,465	594	55	3,517	10,857	1,11,434	1,04,709	1,00,283
400	13,200	14,050	14,351	18,966	400	...	318	...	508	17,740	16,749	15,425
300	7,450	8,086	5,572	9,504	300	...	...	153	523	8,528	7,391	8,883
350	8,278	8,628	6,713	8,419	...	...	...	27	570	7,822	7,622	5,597
654	14,580	15,414	9,655	20,202	180	648	...	...	1,380	17,994	16,599	15,975
2,200	14,676	17,276	17,990	31,583	400	...	819	96	6,040	24,228	23,656	21,993
2,900	20,182	23,334	23,348	32,323	252	...	...	...	2,469	29,602	26,768	25,340
6,804	78,366	86,788	77,624	1,20,997	1,532	648	1,137	276	11,490	1,05,914	98,785	93,213
2,300	20,618	22,918	20,064	30,273	...	...	125	...	2,888	27,260	26,121	22,168
1,200	9,235	10,435	9,930	17,839	...	...	1,188	45	1,829	14,780	14,485	15,107
3,000	8,905	12,389	15,368	19,121	400	...	343	83	3,826	14,469	18,790	14,477
550	9,210	10,160	9,000	14,136	400	...	...	...	2,110	11,626	9,544	8,292
1,300	9,500	10,980	11,563	16,092	180	...	96	...	2,476	13,340	13,121	15,255
700	13,024	14,124	16,471	22,191	400	460	...	...	1,642	19,689	18,881	16,129
60	4,253	4,313	4,532	6,165	...	...	...	...	151	6,014	5,544	6,054
150	10,109	10,259	8,914	13,066	...	432	...	88	275	12,271	11,854	10,622
50	3,527	3,735	1,465	2,298	158	...	...	...	46	2,094	1,752	1,289
9,310	88,381	99,313	97,307	1,41,181	1,538	892	1,752	213	15,243	1,21,543	1,15,092	1,09,393
10	6,789	7,199	6,555	11,427	400	...	...	...	113	10,914	7,062	8,407
125	6,767	7,148	5,668	9,235	220	216	...	36	107	8,656	8,777	7,519
40	5,763	6,203	6,682	11,751	400	...	240	...	135	10,976	13,269	10,280
65	7,504	7,969	7,090	11,174	400	...	...	...	82	10,692	10,602	8,998
240	26,823	28,519	25,995	43,587	1,420	216	240	36	437	41,238	39,710	35,204
27,773	3,73,214	4,08,458	3,42,182	5,51,543	7,800	3,038	3,602	4,291	45,701	4,87,605	4,57,394	4,37,433

Chapter I, 27. General Summary.

Statement of Expenditure on Education

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on school buildings.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Hissár	Bhiwání	2,639	...	...	1,600	4,878	9,117	6,506
	Sirsa	2,113	...	...	800	2,442	5,355	3,749
	Minor	300	1,080	...	1,506	4,897	7,783	5,573
	Total Hissár ...	5,052	1,080	...	3,906	12,217	22,255	15,828
Rohtak	Rohtak	2,801	312	...	1,077	1,070	6,160	6,236
	Minor	600	3,410	200	1,922	2,585	8,717	9,689
	Total Rohtak ...	3,401	3,722	200	3,899	3,655	14,877	15,925
Gurgáon	Rewárí	5,133	961	...	4,000	2,800	12,894	12,565
	Minor	...	2,413	...	695	2,653	5,761	6,274
	Total Gurgáon ...	5,133	3,374	...	4,695	5,453	18,655	18,839
Delhi	Delhi	14,870	...	282	6,223	36,218	57,593	32,244
	Minor	300	1,863	...	830	2,113	5,106	4,179
	Total Delhi ...	15,170	1,863	282	7,053	38,331	62,699	36,423
Karnál	Karnál	2,662	412	...	1,350	2,097	6,521	5,320
	Minor	612	1,240	...	1,250	3,968	7,070	6,936
	Total Karnál ...	3,274	1,652	...	2,600	6,065	13,591	12,256
Umballa	Umballa	2,794	...	180	1,700	3,460	8,134	7,027
	Jagádharí	3,479	120	...	1,000	1,874	6,473	6,523
	Minor	1,056	2,258	...	1,990	3,360	8,664	8,621
	Total Umballa ...	7,329	2,378	180	4,690	8,694	23,271	22,171
Simla	Simla	2,613	...	...	1,518	22,451	26,582	4,200
	Total Simla ...	2,613	...	...	1,518	22,451	26,582	4,200
	Total Principal ...	39,104	1,805	462	20,168	77,290	1,38,829	84,370
	Total Minor ...	2,868	12,264	200	8,193	19,576	43,101	41,272
	Grand Total, Delhi Circle	41,972	14,069	662	28,361	96,866	1,81,930	1,25,642

from Municipal Funds.

9	10	11	12	13	14	15	16	17
				ACTUALS FOR EDUCATION.				
Gross expenditure during the school year, other than that on school buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended during the school year.	Net amount expended during the previous year.	Net amount expended before localization, i. e., in 1885-86.	REMARKS.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
5,906	2,639	...	...	1,489	1,778	1,512	1,383	
3,826	2,113	...	...	916	797	1,271	1,624	
5,323	300	1,099	...	1,859	2,065	2,067	1,953	
15,055	5,052	1,099	...	4,264	4,640	4,850	4,960	
5,735	2,801	312	...	2,120	502	359	584	
8,957	600	3,232	200	1,945	2,980	2,825	2,806	
14,692	3,401	3,544	200	4,065	3,482	3,184	3,390	
12,261	5,133	961	...	4,285	1,882	1,428	2,751	
5,439	...	2,413	...	725	2,301	2,408	1,765	
17,700	5,133	3,374	...	5,010	4,183	3,836	4,516	
29,966	14,870	...	282	6,223	8,591	7,735	9,223	
4,514	300	1,863	...	871	1,480	1,395	1,400	
34,480	15,170	1,863	282	7,094	10,071	9,130	10,623	
4,931	2,662	412	...	1,214	643	586	1,014	
7,167	612	1,240	...	1,576	3,739	2,845	3,563	
12,098	3,274	1,652	...	2,790	4,382	3,431	4,577	
5,756	2,794	...	180	2,232	550	580	526	
6,400	3,479	120	...	1,476	1,325	1,015	1,035	
7,890	1,056	2,258		2,084	2,501	2,219	2,061	
20,055	7,329	2,378	180	5,792	4,376	3,814	3,622	
4,066	2,613	...	...	1,963	−510	407	1,107	
4,066	2,613	...	...	1,963	−510	407	1,107	
78,847	39,104	1,805	462	21,918	15,558	14,893	19,247	
39,299	2,868	12,105	200	9,060	15,066	13,759	13,548	
1,18,146	41,972	13,910	662	30,978	30,624	28,652	32,795	

Chapter I, 27. General Summary.

Statement of Expenditure on Education

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on school buildings
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Kángra	Núrpur	2,990	48	...	850	581	4,469	5,097
	Minor	...	...	...	...	1,332	1,332	276
	Total Kángra ...	2,990	48	...	850	1,913	5,801	5,373
Hoshiárpur ...	Hoshiárpur	8,502	...	...	4,200	3,538	16,240	14,001
	Minor	...	5,064	...	3,062	2,422	10,548	9,687
	Total Hoshiárpur ...	8,502	5,064	...	7,262	5,960	26,788	23,688
Jullundur ...	Jullundur	5,418	474	800	3,680	4,580	14,952	12,224
	Ráhon	3,388	180	...	1,500	743	5,811	5,420
	Minor	691	3,788	...	2,790	3,777	11,046	11,905
	Total Jullundur ...	9,497	4,442	800	7,970	9,100	31,809	29,549
Ludhiána ...	Ludhiána	5,335	1,800	100	4,300	8,305	19,840	21,111
	Minor	...	1,355	...	1,912	2,446	5,713	5,957
	Total Ludhiána ...	5,335	3,155	100	6,212	10,751	25,553	27,068
Ferozepore ...	Ferozepore	2,583	1,320	...	3,030	3,890	10,823	11,032
	Minor	...	...	...	425	2,426	2,851	3,186
	Total Ferozepore ...	2,583	1,320	...	3,455	6,316	13,674	14,218
	Total Principal ...	28,216	3,822	900	17,560	21,637	72,135	68,885
	Total Minor ...	691	10,207	...	8,189	12,403	31,490	31,011
	Grand Total Jullundur Circle	28,907	14,029	900	25,749	34,040	1,03,625	99,896

from Municipal Funds—continued.

9	10	11	12	13	14	15	16	17
Actuals for Education.								
Gross expenditure during the school year, other than that on school buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended during the school year.	Net amount expended during the previous year.	Net amount expended before localization, *i. e.*, in 1885-86.	Remarks.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
4,888	2 990	63	...	544	1,291	1,216	1,084	
300	...	...	...	...	300	276	1,621	
5,188	2,990	63	...	544	1,591	1,492	2,705	
13,244	8,502	108	...	4,852	—218	550	952	
9,079	...	5,263	...	3,372	444	515	1,549	
22,323	8,502	5,371	..	8,224	226	1,065	2,501	
11,163	5,418	234	590	3,556	1,365	2,320	1,957	
5,461	3,388	216	...	1,779	78	543	408	
10,868	691	3,824	14	3,163	3,176	2,975	3,764	
27,492	9,497	4,274	604	8,498	4,619	5,838	6,129	
15,694	5,335	1,800	23	4,612	3,924	4,767	5,243	
5,883	...	1,097	...	2,273	2,513	2,768	3,082	
21,577	5,335	2,897	23	6,885	6,437	7,535	8,325	
9,844	2,583	1,820	...	3,017	2,924	2,006	2,686	
4,339	...	1,425	...	472	2,442	2,145	2,228	
14,183	2,583	2,745	...	3,489	5,366	4,151	4,914	
60,294	28,216	3,741	613	18,360	9,364	11,402	12,380	
30,469	691	11,609	14	9,280	8,875	8,679	12,244	
90,763	28,907	15,350	627	27,640	18,239	20,081	24,574	

Statement of Expenditure on Education

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on school buildings.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Mooltan	Mooltan	4,144	270	...	6,010	11,324	21,748	17,454
	Minor	...	1,054	...	810	1,908	3,772	4,429
	Total Mooltan ...	4,144	1,324	...	6,820	13,232	25,520	21,883
Jhang	Jhang	5,705	125	480	3,900	2,746	12,956	11,101
	Minor	420	50	...	1,300	1,488	3,258	2,360
	Total Jhang ...	6,125	175	480	5,200	4,234	16,214	13,461
Montgomery ...	Montgomery	...	...	...	...	...	...	...
	Minor	360	1,642	...	1,675	1,764	5,441	4,814
	Total Montgomery ...	360	1,642	...	1,675	1,764	5,441	4,814
Lahore	Lahore	16,977	...	...	6,000	37,219	60,196	29,189
	Minor	600	2,424	240	2,115	4,912	10,291	9,552
	Total Lahore ...	17,577	2,424	240	8,115	42,131	70,487	38,741
Amritsar	Amritsar	25,399	...	...	7,000	40,110	72,509	48,540
	Minor	...	...	...	110	1,489	1,599	1,532
	Total Amritsar ...	25,399	...	...	7,110	41,599	74,108	50,072
Gurdáspur ...	Gurdáspur	8,167	877	...	4,500	580	14,124	13,493
	Batála	3,318	36	...	2,640	2,150	8,144	7,816
	Minor	900	3,268	...	4,008	2,794	10,970	9,266
	Total Gurdáspur ...	12,385	4,181	...	11,148	5,524	33,238	30,545
	Total Principal ..	63,710	1,308	480	30,050	94,129	1,89,677	1,27,593
	Total Minor ...	2,280	8,438	240	10,018	14,355	35,331	31,923
	Grand Total Lahore Circle	65,990	9,746	720	40,068	1,08,484	2,25,008	1,59,516

from Municipal Funds—continued.

9	10	11	12	13	14	15	16	17
Actuals for Education.								
Gross expenditure during the school year, other than that on school buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended during the school year.	Net amount expended during the previous year.	Net amount expended before localization, *i. e.*, in 1885-86.	Remarks.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
16,296	4,144	269	...	7,813	4,070	4,346	6,049	
4,183	...	883	...	721	2,579	2,354	1,438	
20,479	4,144	1,152	...	8,534	6,649	6,700	7,487	
10,997	5,705	125	298	4,341	528	1,211	1,997	
2,335	420	50	...	1,056	809	467	959	
13,332	6,125	175	298	5,397	1,337	1,678	2,956	
...	...	...	...	...	...	...	...	
4,634	360	1,454	...	1,622	1,198	1,056	3,390	
4,634	360	1,454	...	1,622	1,198	1,056	3,390	
28,054	16,977	...	...	7,841	3,236	2,767	4,250	
11,439	600	2,432	186	2,773	5,448	2,913	4,287	
39,493	17,577	2,432	186	10,614	8,684	5,680	8,537	
50,380	25,399	...	...	8,506	16,475	12,699	13,121	
1,674	...	...	...	159	1,515	1,384	2,044	
52,054	25,399	...	...	8,665	17,990	14,083	15,165	
13,399	8,167	1,344	...	5,016	—1,128	—382	358	
7,842	3,318	214	...	3,271	1,039	2,034	1,890	
11,356	900	3,808	...	3,854	2,794	1,701	4,847	
32,597	12,385	5,366	...	12,141	2,705	3,353	7,095	
1,26,968	63,710	1,952	298	36,788	24,220	22,675	27,665	
35,621	2,280	8,627	186	10,185	14,343	9,875	16,965	
1,62,589	65,990	10,579	484	46,973	38,563	32,550	44,630	

Statement of Expenditure on Education

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on school buildings.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Siálkot	Siálkot	552	540	...	2,600	8,009	11,701	11,589
	Minor	1,212	2,680	...	4,300	2,500	10,692	11,641
	Total Siálkot ...	1,764	3,220	...	6,900	10,509	22,393	23,230
Gujrát	Gujrát	5,653	720	...	4,000	1,605	11,978	9,249
	Minor	...	...	...	300	1,270	1,570	1,040
	Total Gujrát ...	5,653	720	...	4,300	2,875	13,548	10,289
Gujránwála ...	Gujránwála	3,929	...	...	2,700	4,627	11,256	13,519
	Wazírábád	...	...	...	...	1,857	1,857	2,037
	Minor	...	1,131	...	764	1,530	3,425	2,502
	Total Gujránwála ...	3,929	1,131	...	3,464	8,014	16,538	18,058
Sháhpur	Bhera	3,874	...	...	3,120	1,385	8,379	8,835
	Minor	...	240	840	1,165	2,316	4,561	4,621
	Total Sháhpur ...	3,874	240	840	4,285	3,701	12,940	13,456
Jhelum	Jhelum	1,590	884	...	2,750	2,079	7,303	6,572
	Minor	600	264	...	2,000	2,130	4,994	3,714
	Total Jhelum ...	2,190	1,148	...	4,750	4,209	12,297	10,286
Ráwalpindi ...	Ráwalpindi	...	...	...	2,200	11,895	14,095	6,420
	Minor	...	348	...	1,230	4,132	5,710	4,519
	Total Ráwalpindi ...	...	348	...	3,430	16,027	19,805	10,939
Hazára	Abbottábád	1,921	108	...	1,000	494	3,523	3,330
	Minor	...	189	..	465	1,434	2,088	2,978
	Total Hazára ...	1,921	297	...	1,465	1,928	5,611	6,308
Pesháwar	Pesháwar	420	...	...	1,580	16,713	18,713	5,525
	Minor	...	...	...	...	...	...	...
	Total Pesháwar ...	420	...	...	1,580	16,713	18,713	5,525
Kohát	Kohát	2,461	...	...	1,100	1,590	5,151	4,100
	Minor	...	...	...	...	...	...	...
	Total Kohát ...	2,461	...	...	1,100	1,590	5,151	4,100
	Total Principal ...	20,400	2,252	...	21,050	50,254	93,956	71,176
	Total Minor ...	1,812	4,852	840	10,224	15,312	33,040	31,015
	Grand Total Rawalpindi Circle	22,212	7,104	840	31,274	65,566	1,26,996	1,02,191

from Municipal Funds—continued.

9	10	11	12	13	14	15	16	17
Actuals for Education.								
Gross expenditure during the school year, other than that on school buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended during the school year.	Net amount expended during the previous year.	Net amount expended before localization, i. e., in 1885-86.	Remarks.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
11,571	552	647	...	2,869	7,503	8,126	2,211	
11,506	1,212	3,245	...	4,308	2,741	3,019	3,839	
23,077	1,764	3,892	...	7,177	10,244	11,145	6,050	
9,719	5,653	300	...	3,192	574	—592	600	
890	...	...	...	276	614	646	241	
10,609	5,653	300	...	3,468	1,188	54	841	
11,333	3,929	...	...	2,733	4,671	5,338	3,983	
1,518	...	...	...	...	1,518	973	669	
3,356	...	1,009	...	832	1,515	1,690	1,665	
16,207	3,929	1,009	...	3,565	7,704	8,001	6,317	
8,561	3,874	...	...	3,286	1,401	1,565	1,162	
5,037	...	284	840	1,436	2,477	2,124	2,200	
13,598	3,874	284	840	4,722	3,878	3,689	3,362	
6,263	1,590	685	...	3,055	933	1,588	1,990	
3,760	600	352	...	2,522	286	681	866	
10,023	2,190	1,037	...	5,577	1,219	2,269	2,856	
6,678	..	...	...	2,568	4,110	3,758	4,343	
4,284	...	298	...	1,421	2,565	2,187	1,262	
10,962	...	298	...	3,989	6,675	5,945	5,605	
2,952	1,921	108	...	1,161	—238	—452	452	
2,579	..	189	...	551	1,833	1,482	1,465	
5,531	1,921	297	...	1,712	1,601	1,030	1,917	
5,141	420	...	444	1,569	2,708	3,529	1,697	
...	...	...	...	...	...	...	...	
5,141	420	..	444	1,569	2,708	3,529	1,697	
4,449	2,461	...	100	1,043	845	413	742	
...	..	...	...	...	...	..	...	
4,449	2,461	...	100	1,043	845	413	742	
68,185	20,400	1,740	541	21,476	24,025	24,246	17,849	
31,412	1,812	5,377	840	11,346	12,037	11,829	11,538	
99,597	22,212	7,117	1,384	32,822	36,062	36,075	29,387	

Chapter I, 27. General Summary.

Statement of Expenditure on Education

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on school buildings.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Bannú	Bannú	...	...	...	...	...	...	...
	Minor	...	1,950	...	370	3,738	6,058	5,548
	Total Bannú ...	...	1,950	...	370	3,738	6,058	5,548
Dera Isma'íl Khán	Dera Isma'íl Khán ...	180	432	...	1,320	4,297	6,229	4,440
	Minor	...	1,176	...	345	1,867	3,388	2,028
	Total D. I. Khán ...	180	1,608	...	1,665	6,164	9,617	6,468
Dera Ghází Khán...	Dera Ghází Khán ...	2,915	...	...	2,000	4,239	9,154	10,172
	Minor	...	1,248	240	117	1,953	3,558	3,842
	Total D. G. Khán ...	2,915	1,248	240	2,117	6,192	12,712	14,014
Muzaffargarh ...	Muzaffargarh	...	...	...	...	...	...	...
	Minor	300	1,940	...	640	1,466	4,346	4,434
	Total Muzaffargarh...	300	1,940	...	640	1,466	4,346	4,434
	Total Principal ...	3,095	432	...	3,320	8,536	15,383	14,612
	Total Minor... ...	300	6,314	240	1,472	9,024	17,350	15,852
	Grand Total Derajat Circle	3,395	6,746	240	4,792	17,560	32,733	30,464
	Grand Total Principal	1,54,525	9,619	1,842	92,148	2,51,846	5,09,980	3,66,636
	Grand Total Minor ...	7,951	42,075	1,520	38,096	70,670	1,60,312	1,51,073
	Grand Total for the Punjab	1,62,476	51,694	3,362	1,30,244	3,22,516	6,70,292	5,17,709

from Municipal Funds—concluded.

9	10	11	12	13	14	15	16	17
Actuals for Education.								
Gross expenditure during the school year, other than that on school buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended during the school year.	Net amount expended during the previous year.	Net amount expended before localization, *i. e.*, in 1885-86	Remarks.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	
5,492	...	3,250	...	439	1,803	3,648	1,994	
5,492	...	3,250	...	439	1,803	3,648	1,994	
4,896	180	430	...	1,174	3,112	3,254	1,975	
3,097	...	1,078	...	344	1,675	1,717	1,788	
7,993	180	1,508	...	1,518	4,787	4,971	3,763	
9,485	2,915	...	...	2,847	3,723	3,467	1,531	
3,757	...	1,248	240	117	2,152	1,494	1,200	
13,242	2,915	1,248	240	2,964	5,875	4,961	2,731	
...	...	...	...	...	...	...	...	
4,434	300	1,950	...	683	1,501	979	732	
4,434	300	1,950	...	683	1,501	979	732	
14,381	3,095	430	...	4,021	6,835	6,721	3,506	
16,780	300	7,526	240	1,583	7,131	7,838	5,714	
31,161	3,395	7,956	240	5,604	13,966	14,559	9,220	
3,48,675	1,54,525	9,668	1,917	1,02,563	80,002	79,937	80,597	
1,53,581	7,951	45,244	1,480	41,454	57,452	51,980	60,009	
5,02,25 6	1,62,476	54,912	3,397	1,44,017	1,37,454	1,31,917	1,40,606	

Chapter I, 28. General Summary.

altered circumstances, arising especially from the increase of fees. It has also been decided that the question of localizing the present grants-in-aid shall be considered at the same time. The principle underlying the latter question is that the cost of ordinary education should, as far as possible, be thrown on Local Funds, aid being given from Provincial Revenues in those cases only where it is manifestly beyond the means of the Local Bodies to meet the expenditure. The result of these combined measures, it is expected, will be to save a considerable sum to Provincial Revenues; and this will enable the Government to give more assistance to the poorer Municipal and District Boards, where this may be necessary.

Special directions of departmental efforts.

28. The chief efforts of the Department are now being directed towards the extension of its influence to Indigenous and other Private Schools, to the encouragement of Zamíndárí and Industrial Schools, and to the fostering of what at present exists as the rudiments merely of female education in the Province. For the provision of more certificated teachers, a new Normal School is about to be opened in Mooltan; and for the better culture of the scholars of all classes, the Training Institutions are receiving more attention, and moral and physical instruction is everywhere emphasized. The courses of study were revised, to some extent, during the past year; and much is being done to improve and complete the school text-books. As the result of the deliberations of the last Educational Conference, a number of useful amendments have been made in the Code, to which also several new Chapters, particularly those on Technical Education and Physical Training, were added during the year.

Private educational movements.

29. In addition to the efforts of the Department, a good deal is being done in the cause of education by movements inaugurated by native societies and private gentlemen, of which the following are the most noteworthy:—

In the Delhi Circle, the Bhárgav Sabha, or fraternity of the Dhusar tribe in Rewárí, are carrying out their generous intention of erecting a Boarding House, for the children of their own caste, in connection with the Board School at that place, in which they are much interested. It was at first proposed to make the Boarding House *mainly*, but not exclusively, for Dhusar boys; and a grant-in-aid, on this understanding, was sanctioned for the building. It has now, however, been decided to make the building nominally exclusive; and the Sabha has, consequently, undertaken the whole expense. The Private School of Sháhzáda Suraya Jah, in Delhi, for the special benefit of poor Muhammadan children, and in which no fees are charged, continues to prosper, and has been raised to the Middle grade; but doubts have been expressed as to whether the school is not doing injury to other institutions in the city.

In the Jullundur Circle, the Sanátam Dharm Sabha continues to support a Sanskrit School in Jullundur; the Arya Samájes continue zealous in collecting subscriptions for the Dayá Nand College at Lahore; Sardár Amín Chand supports a Middle Department and a Boarding House in his native village of Bajwára, in the Hoshiárpur District, and has recently opened also a Girls' School, his grandson, Lála Sansar Chand, B.A., being the active agent in these public-spirited exertions; and Rái Jugal Kishor maintains a Primary School in Ludhiána, in which Hindí is taught as the Vernacular, together with English and the other branches prescribed for Board Schools. No fees are charged. The members of the Arya Samáj at Dharmsála have just started a Primary School, supported entirely by subscriptions, in memory of the late Pandit Gurú Dat.

In the Lahore Circle, the Anglo-Vedic College and School at Lahore continue to prosper under the influence of the Arya Samáj; the Islámiya School at Amritsar has become a flourishing institution, and similar institutions elsewhere are constantly springing up; a new Hindú School has been opened in Amritsar; and everywhere there are signs of independent movement among the people. On this Dr. Stulpnagel remarks:—

"There are signs of movement in favour of education among the people in every part of the Circle, at least, in the large towns. During the year, the Islámiya Unaided School and the Aitchison Aided School at Lahore have been raised to the High grade, and three new schools have been established, namely, one at Anárkali, in Lahore, under the management of a Muhammadan, another called the Hindú School at Amritsar, and a third has been established by the Barádrí Sabha at Kamáliya, in the Montgomery District. These new schools aim at teaching up to the Middle standard, with the exception of the one at Kamáliya, which contains only Primary classes at present. The most conspicuous feature of the year's progress in this direction, however, is the maturing of the scheme for the establishment of a Khálsa College for the education of sons of Sikhs."

In the Ráwalpindi and Deraját Circles, the movements are not so marked; but they are also at work to some extent. Regarding the former Circle, Mr. Thompson reports that an Arya and three Muhammadan Girls' Schools have been opened at Pesháwar, and that a Native merchant in Ráwalpindi had established a Library of Sanskrit and Gurmukhí works for the benefit of the public. The chief movement in the Deraját Circle is on the part of the Bhrátrí Sabha at Dera Isma'íl Khán, where a promising High Anglo-Vernacular School is supported mainly from the income of subscriptions raised by the Sabha.

CHAPTER II.

CONTROLLING AGENCIES.

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Direction.

30. Colonel Holroyd continued as Director till the 29th October, when he retired under the fifty-five years' rule, and I was appointed to succeed him. The enlarged educational policy of the Government, entailing the working out of new schemes and regulations, has of late years kept the Director of Public Instruction mostly at head-quarters. I was, however, able to visit, during the winter, nearly all the main centres in the Ráwalpindi Division, with Pesháwar, Dera Isma'íl Khán, Dera Ghází Khán, Muzaffargarh, Mooltan, and Delhi; and I was struck with the marked stride education has taken since I was last on tour six years ago, and especially with the hold it is beginning to have among the people in the frontier Districts.

Colonel Holroyd's retirement.

31. Colonel Holroyd before retiring had held the Directorship for the unusually long period of twenty-three years; and it may not be out of place if I express here, in the name of the Department, the deep sense of the loss we have sustained in his retirement. The results of his wide experience, of his minute and sympathetic acquaintance with the educational wants of the Province, and of his unwearied devotion to duty during all those years, are written in every section of the departmental organization; and they will abide as safe lines of direction for years to come. But Colonel Holroyd will be equally held in remembrance for his personal qualities; as a just and kind Chief, ever ready to appreciate and encourage real merit; as easily accessible at all times, and willing to give a patient hearing even to the humblest; as personally interested in all that concerned his colleagues and subordinates; and as, in every respect, a friend of the people. After making over charge he rough-drafted the rules for Technical Education and Physical Training, thus practically completing the Education Code of the Province, and leaving to his successor the comparatively easy task of working mainly along pretty well defined lines.

Inspecting Staff.

32. The officers in charge of the Inspectional Circles remain as at the end of the previous year, namely,—Mr. Harvey in charge of the Delhi Circle, assisted by Lálá Nand Kishor, B.A.; Lálá Piyáre Lál in the Jullundur Circle, assisted by Lálá Daya Rám; Dr. Stulpnagel in the Lahore Circle, and also in charge of the European Schools of the Province, with Bábú Harí Singh and Lálá Jai Gopál Singh as his assistants; Mr. Thompson in the Ráwalpindi Circle, with Munshi Pír Bakhsh and Lálá Ishar Dás as his assistants; and Maulaví Muhammad Yusaf 'Alí Khán in charge of

the Deraját Circle. Maulaví Yusaf 'Alí took six weeks' leave during the year, and Munshí' Umar-ud-dín, M.A., of the Central Model School, officiated for him. Lálá Ságar Chand, B.A., Assistant Inspector, went on furlough in November, his place being taken by the return to inspection work of Bábú Harí Singh. During the year, the services of Lálá Amolak Rám, Assistant Inspector, were transferred to the Biláspur State. In January, the Ráwalpindí Circle sustained a great loss in the sudden death of Lálá Thákur Dás, B.A., who was an able and very efficient officer. This event brought Lálá Isha Dás, the senior District Inspector, temporarily on to the superior establishment. Beyond these, the changes in the inspecting staff were for short periods only. Miss Francis held charge of the Office of Inspectress of Schools throughout the year.

Inspection of Schools.

33. The inspection of the schools was carried out in all the Circles in a thoroughly efficient manner; and, with a few unimportant exceptions, all the schools were visited as required by the Code. The Inspectress of Schools was also very active in the discharge of her duties. The work of inspection has again become very heavy; and the burden falls chiefly on the Assistant Inspectors, who are specially concerned with the Primary Schools. In this connection, it is satisfactory to notice that the Inspectors, without exception, commend in the highest terms, the assiduity and cheerfulness of their Assistants. It is well understood that inspection, to be efficient, must not be hurried; and there has been some inclination to extend the practice of examining *by centres*. This, however, is objectionable, as, without seeing a school in its own building, and in the midst of its every-day surroundings, it cannot very well be said to have been *inspected*. The subject was considered by the Departmental Conference held in April last, when the rule requiring that schools should ordinarily be examined *in situ* was re-affirmed. This decision to maintain the thorough efficiency of the inspection by examining the schools, as a rule, on the spot, will, of course, necessitate before long an increase to the inspecting staff.

District Inspectors.

34. The work of the District Inspectors is, on the whole, favourably reported on. These officers are required to visit every Board School, at least, twice a year, and every Indigenous School in receipt of grants from Local Bodies, once, besides accompanying the Inspector or Assistant Inspector through the District during their tour; and these duties require great activity. They are also required to keep up the Statistical Registers, and to furnish the Returns required by the Department, to see that the regulations of the Code are duly observed, to encourage the development of private enterprise in education, and to be the agents of the District Officers in supervising the management of the schools. Many fulfil all their duties with manifest ability, especially those of the Lahore Circle, and the present District Inspectors of Jullundur and Umballa. Where a few come short is mostly with the statistics, and in ensuring the observance of the Code; and these are chiefly old men unacquainted with English. District inspection is a capital training school; the men are carefully selected; and they continue to be, as a rule, highly efficient, and hopeful for the future of the Department.

The need of Assistant District Inspectors.

35. The number of schools to be visited has become so large in several Districts, including the Indigenous Schools that have to be examined for grants, that the Departmental Conference recorded an opinion in favour of the employment of Assistant District Inspectors for at least six of these. It was also decided by the same Conference that, in consideration of their increased work,

Chapter II, 36. Controlling Agencies

District Inspectors should not be liable to be employed beyond their own Districts for more than *one* month, instead of *two* months as formerly.

The Educational duties of Tahsíldárs.

36. The duties prescribed for Tahsíldárs and Náib-Tahsíldárs, in respect of the inspection of schools, continue to receive more attention every year. It is laid down that the schools should, as far as possible, be visited twice a year, and that they *must* be visited, at least, *once*. With a few exceptions, the latter requirement is fairly well fulfilled; and wherever there is a marked deficiency, the case is brought to the notice of the Deputy Commissioner in the Educational Report of the District. What is especially expected of the Tahsíldárs and their Náibs is that they should give their attention to the outward wants of the schools, and make use of their influence in stirring up interest among the people in the cause of public instruction. Instead of this, many of them are content to merely spend a few minutes in the schools, hearing the classes read, and asking a few questions. But what is chiefly wanted is the weight of their influence in favour of education. This is, however, becoming more and more understood; and it will gradually become more so, as the Tahsíldárs come to be themselves products of the new educational movement. The Inspector of the Delhi Circle states that the regulation in the Code (Article 407*a*), requiring that special efforts should be made for the encouragement of Zamíndárí Schools, had nowhere been observed in his Circle; and I am inclined to think that more might have been done in this direction in other parts of the Province. But, as yet, the Zamíndárí School is only slowly gaining favour.

General Educational Conference.

37. The sixth annual meeting of the General Educational Conference was held at Lahore in the month of April last. The Conference met on the 14th April, and continued its sittings until the 16th.

Subjects discussed.

38. The following subjects were discussed by the Conference :—

(1) The desirability of holding a special examination for Middle School scholarships;

(2) The introduction of fractional multiplication tables, and giving more attention to Mental Arithmetic in Primary Schools;

(3) The requirement in Primary Classes of a knowledge of geographical terms so as to secure the introduction of pictorial charts;

(4) The revision of the courses in Geography for both the Primary and Middle School classes;

(5) A proposal to reduce the courses in Persian for the Second and Third Middle School classes;

(6) The reduction from 50 to 33 of the percentage of marks required to pass the Primary Examinations;

(7) The levy of an entrance fee for *re-admission* to Primary Schools or Departments;

(8) The issue of duplicates of Upper Primary Examination Certificates, and the fee to be charged;

(9) The rates of fees to be fixed for the Special Classes in English;

(10) The levy of fees during the long vacation in Government and Board Schools and Colleges;

(11) Revision of the Instruction Grants for optional subjects, as the number of such subjects has been reduced for the Middle and Entrance Examinations;

(12) Instruction Grants, under Article 70 (*c*), when the Middle School Examination has been completely passed, half grants having been drawn in the previous year for passing in three compulsory subjects only;

(13) The whole question of *Casual Students*, and the fees to be charged;

(14) The tenure of College Scholarships under Article 238, in relation to the periods for which they can be drawn under Article 200;

(15) A proposal to omit the proviso to Article 263, limiting Middle School scholarships to girls in indigent circumstances;

(16) Revision of the conditions required for admission to the Junior Vernacular and Zamíndárí Certificate Examination, with the question whether the Junior Vernacular Certificate is sufficient for admission to the Senior Vernacular Certificate Examination;

(17) The age fixed in Article 152 for Female Teachers' Certificates;

(18) The offices for which, under Article 135, the holders of different grades of Teachers' Certificates are eligible;

(19) The award of a certificate to those who pass by the 5th Standard in Zamíndárí Schools;

(20) The insertion in the Code of the following rule:—

> "A candidate for the Punjab Middle School or Entrance Examination, who has been disqualified by the University from passing the examination, and from appearing at any subsequent examination of the University during a certain period, shall not be permitted, during that period, to attend any Government, Board, or Aided School or College, or any other Unaided School or College that is open to inspection."

(21) A *vacation* in Village Primary Schools; and, if approved, of what length?

(22) Whether an *Order Book* separate from the present Log Book is desirable, and whether the present Log Book is suitable.

Government decision on the Proceedings of the General Conference.

39. His Honor the Lieutenant-Governor has accepted, with some slight alterations, the conclusions arrived at by the Conference; and a Resolution has been published in the *Gazette*, setting forth those conclusions, and conveying the thanks of the Government to the members of the Conference, for the valuable results of their labours.

The Departmental Conference.

40. The Departmental Conference held two meetings immediately after the General Conference had broken up. A number of important matters were considered, including the work of

Chapter II, 40. Controlling Agencies.

District Inspectors, and the mode of inspection, already referred to; the examining of Indigenous Schools by the ordinary standards; the place of Transliteration in the Scheme of Studies; and other matters chiefly connected with the arrangement and working of the Department. The recommendations of the Conference were generally approved by Government; and a Circular was issued notifying the decisions arrived at to all concerned.

CHAPTER III.

UNIVERSITY EDUCATION.

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Convocation for conferring Degrees.

41. The tenth Convocation of the Punjab University was held on the 29th November, 1890, when Degrees, Medals, and Prizes were conferred on the candidates, who had been successful in the University Examinations held during the year. The Degree of Doctor of Oriental Learning was also conferred, *honoris causâ*, on Colonel Holroyd, the late Director of Public Instruction. I have already referred to the great services of Colonel Holroyd to the Department; but I may here be excused if I quote the words of the Chancellor regarding the tribute paid to his worth by the University. His Honor said :—

"It will probably be long before the University confers the same honor on a man at the same time so fit to receive it for his scholarly attainments in Oriental Languages, and so deserving for his faithful services to the University, and to the cause of popular education in the Province. It may be said that the present Vernacular Literature and Vernacular Education of the Province owe more to him than to any other man. He has written valuable books, has helped to enrich the Vernacular languages in their technical nomenclature, and has vastly improved Vernacular lithography. Ever since the establishment of the University, he has been associated with all branches of its work, and has taken a large share in the deliberations of the Faculties, Syndicate, and Senate. In particular, he has been a leading member of the Oriental Faculty, and has greatly aided in the working out of the schemes for the Oriental Examinations. For all these reasons, he must be recognised as a most fit and proper person to receive the Degree of Doctor of Oriental Learning; and his numerous friends of all races and creeds, who are regretting his retirement from the Public Service, will rejoice that before his departure from Lahore, the University has conferred upon him the highest honor which it is in its power to bestow."

University Examinations.

42. The following table shows the results of the University Arts Examinations above the Entrance, of the Oriental Titles Examinations, and of the Examinations in Law, Medicine, and Engineering, and compares these with the previous year :—

Chapter III, 42. University Education.

UNIVERSITY EXAMINATIONS, 1890-91 AND 1889-90.

		Provincial Institutions.				Extra Provincial Institutions.				Private Students.				Total.			
		1890-91.	1889-90.	Increase.	Decrease.	1890-91.	1889-90.	Increase.	Decrease.	1890-91.	1889-90.	Increase.	Decrease.	1890-91.	1889-90.	Increase.	Decrease.
Calcutta First Arts	Candidates	2	3	...	1	...	...	...	...		..	.	..	2	3	...	1
	Passes ...	...	2	...	2	...	...	...	...	...	...	...	...	...	2	...	2
Calcutta B. A. ...	Candidates	1	...	1	...	...	...	...	...	...	...	..	.	1	...	1	...
	Passes ...	...	...	...	.	...	...	...	..	...	..	...	...	...	...	...	...
Punjab Intermediate (Arts).	Candidates	122	132	...	10	11	9	2	...	27	26	1	..	160	167	..	7
	Passes ...	73	100	...	27	6	8	...	2	12	17	..	5	91	125	...	34
Punjab Intermediate (Oriental).	Candidates	5	2	3	...	4	...	4	...	.	2	...	2	9	4	5	...
	Passes ...	3	2	1	...	3	.	3	...	...	1	...	1	6	3	3	...
Punjab B. A. . .	Candidates	45	58	...	13	2	...	2	...	13	14	..	1	60	72	...	12
	Passes ...	32	31	1	...	1	...	1	...	6	3	3	.	39	34	5	...
Punjab B. O. L ...	Candidates	3	4	..	1	...	...	...	...	2	3	...	1	5	7	..	2
	Passes ...	2	3	...	1	...	...	..	...	2	1	1	..	4	4	...	...
Punjab M. A. ...	Candidates	2	6	...	4	...	...	...	...	1	3	..	2	3	9	...	6
	Passes ...	2	1	1	...	...	...	...	...	1	...	1	.	3	1	2	...
Punjab M. O. L. ...	Candidates	...	1	...	1	1	...	1	...	. .	...	..	...	1	1	.....	...
	Passes ...	...	1	...	1	...	...	...	...	...	...	...	...	...	1	...	1
Oriental Titles Examination																	
Sanskrit Examination.	Candidates	28	28	..	.	66	48	18	...	6	10	.	4	100	86	14	...
	Passes ...	17	9	8	..	36	15	21	...	2	3	...	1	55	27	28	...
Arabic Examinations	Candidates	15	14	1	...	27	15	12	...	1	1	...	...	43	30	13	...
	Passes ...	14	12	2	...	11	7	4	...	...	1	...	1	25	20	5	...
Persian Examinations.	Candidates	11	12	...	1	63	54	9	...	11	21	...	10	85	87	...	2
	Passes ...	5	9	...	4	40	40	..,	...	8	13	.	5	53	62	...	9
Gurmukhi Examinations.	Candidates	4	5	...	1	7	3	4	...	...	...	.	..	11	8	3	...
	Passes ...	4	5	...	1	5	3	2	...	...	..	..	.	9	8	1	...
Professional.																	
Law (Preliminary Examination).	Candidates	13	10	3	...	...	...	...	...	...	..	...	..	13	10	3	...
	Passes ...	9	8	1	...	...	...	...	...	...	...	...	...	9	8	1	...
Law (First Examination).	Candidates	13	19	..	6	...	...	...	...	...	...	...	..	13	19	...	6
	Passes ...	6	10	...	4	...	...	...	...	...	...	...	...	6	10	...	4
Law (Final Examination).	Candidates	8	5	3	..	...	...	...	...	5	...	5	...	13	5	8	..
	Passes ...	5	2	3	...	...	...	...	...	2	..	2	.	7	2	5	...
Medicine (First Examination).	Candidates	27*	18	9	...	...	...	...	...	...	...	...	...	27	18	9	...
	Passes ...	18	9	9	...	...	...	...	...	...	...	...	.	18	9	9	...
Medicine (Final Examination).	Candidates	13	10	3	...	...	...	...	...	...	...	...	..	13	10	3	...
	Passes ..	5	4	1	...	...	...	...	...	...	...	...	...	5	4	1	...
Civil Engineering (First Examination.)	Candidates	2	1	1	...	...	...	...	...	1	...	1	..	3	1	2	...
	Passes ...	...	1	...	1	...	...	...	...	...	...	...	...	...	1	...	1

* Includes one girl.

Calcutta University Examinations.

43. It will be observed that the Calcutta University Examinations above the Entrance have practically ceased to attract candidates from the Punjab, which is not to be regretted, as the double system has various drawbacks. Two candidates only appeared in the First Arts Examination and one in the B.A., and all failed. The Lahore Government College supplied one of the former, and the Lahore Mission College the remaining two. As there is no special preparation for the Calcutta Examinations in the Lahore Colleges, the failure of the candidates was to be expected.

Punjab University Examinations.

44. For the Intermediate Examination of the Punjab University, 160 candidates appeared, and 91 passed, against 125 out of 167 in the previous year. On the Oriental side, 9 appeared and 6 passed, against 3 out of 4 last year. In the B. A. Examination, 39 passed out of 60 candidates, against 34 out of 72 in the previous year. In the B. O. L. Examination, 4 passed out of 5, the

previous return having been 4 out of 7. For the M. A. Examination, 3 candidates appeared, and all passed, against 1 out of 9 last year. There was but one candidate in the M. O. L. Examination, who failed. These returns, which give an average of about 60 per cent. of successes for the Arts Examinations, and of 66 per cent. on the Oriental side, may be regarded as quite satisfactory. The averages for last year were 64 and 66. It may be observed that the returns for the Punjab Colleges separately were slightly higher than the general averages.

Revised Regulations.

45. During the year, the courses of reading and standards of examination for Arts and Oriental Learning were revised; and the results above recorded may be taken to show that the action of the University was not injudicious. For a long time it had been felt by those best able to judge, that some measures were essential, if the University was to be a thoroughly reliable guide as to the state of higher education in the Province. The Educational Conference of 1889 considered the matter; their conclusions were referred to the University; and the result was a resolution of the Senate in November last revising the regulations, so as to meet the requirements of the case. The alterations consist mainly in limiting the number of optional subjects, and slightly reducing the percentages of marks required to pass the examinations. In the former respect, the number of possible subjects in the Middle School Examination is now reduced from seven to *six;* in the Entrance, from six to *five;* in the Intermediate, from five to *four;* and in the B.A. and B.O.L. Examinations from four to *three.* The result of this will be greater concentration and thoroughness. It will be understood that the examinations for the M. A. and M. O. L. Degrees have all along been in *one* subject only. With respect to the reduced percentages, it may be said that, for the examinations below the standards for Degrees, *thirty-three* per cent. in English, *twenty-five* per cent. in the other subjects, and *thirty-three* per cent. in the aggregate are required to pass. In the Middle School Examination, Mathematics has to be substituted for English on the Oriental side, and in the other examinations, a Classical Language; and in the Intermediate Examination, *thirty-three* per cent. is also required in a Classical Language on the Arts side, and in 'one other subject' besides a Classical Language on the Oriental side. For the Bachelors Examinations, *forty* per cent. in two subjects, and *thirty-three* per cent. in the third, are required to pass; and, in the Masters Examinations, *thirty-three* in each paper (except in the paper on Composition when a Language is the subject, and for which *forty* per cent. is required) and *fifty* per cent. in the aggregate. These standards are still on the whole higher than those of the other Indian Universities; and the results given above, in comparison with those of the previous year, should go to justify the measures adopted by the Senate. These do not touch the complaint regarding 'fluctuations of standard;' but they clear the way for a separate consideration of that important remaining question.

Oriental Titles Examinations.

46. Except in Persian, there has been a considerable increase both in the number of candidates and of passes in the Oriental Titles Examinations. In Sanskrit, 100 candidates altogether appeared and 55 passed, against 27 out of 86 in the previous year. In Arabic, out of 43 candidates 25 passed, against 20 out of 30 in the previous examination. In Persian, 53 out of 85 passed, against 62 out of 87; and in Gurmukhí, 9 out of 11 passed. An average of about 58 per cent. of passes in the Classical Languages proper is not a bad return. In these examinations, about two-thirds of the candidates were from institutions out of the Punjab.

Chapter III, 47.

University Education.

Law Examinations.

47. In the Preliminary Examination in Law, 13 candidates appeared, and 9 passed, compared with 8 out of 10 last year. In the First Examination in Law, only 6 passed out of 13, against 10 out of 19 in the previous examination; and in the Final Examination, 7 out of 13 passed, against 2 out of 5. The very high standard of proficiency required to pass these examinations, namely, *fifty* per cent. of the marks in each subject, and *sixty* per cent. in the aggregate, is sufficient to account both for the comparatively small number of candidates and of passes. But 56 per cent. of successes, in the circumstances, may be said to be decidedly good. During the year, the power to confer Degrees in Law was conceded to the University, a circumstance which adds additional interest to the Law Examinations, and in consequence of which the Vice-Chancellor has just proposed to the Senate a set of carefully revised Regulations.

Medical Examinations.

48. Both the Medical Examinations show an increase in candidates and passes since last year. For the First Examination for Licentiate in Medicine, 18 out of 27 passed, or 66 per cent., against 50 per cent. in the previous year. For the Second Examination, only 5 out of 13 passed, or 38 per cent. For the first time, 3 candidates offered themselves this year for the second M. B. Examination, and all passed. Two also appeared for the First M. B. Examination, and both passed.

Engineering Examinations.

49. The only means in the Province of preparing for the Engineering Examinations of the University is the class attached to the Mayo School of Art. This class is instructed in Surveying and Drawing by the Mayo Patiála Reader of the Punjab University. But the First Examination in Civil Engineering, besides an extensive course of Drawing, covers a deal of ground in Mathematics, Estimating, Constructing, and Surveying; and it is pretty clear that we have not the means of instructing, with complete efficiency, up to the University standards. Hence, all the candidates in the last First Examination in Engineering failed. A solitary candidate passed in the previous year; and it seems to me a question well worthy of the consideration of the University, whether they might not extend their efforts in this practically useful direction. At any rate, a single Reader, on Rs. 50 per mensem, cannot very well be said to adequately represent the Engineering Faculty.

Arts Colleges.

50. The Arts Colleges in British territory remain, as last year, six in number,—the Government College, the American Mission College, and the Dayá Nand Anglo-Vedic College, in Lahore; the Cambridge Mission College, known as St. Stephen's College, in Delhi; the Municipal Board College, in Amritsar; and the Scotch Mission College, in Siálkot. The Government College and the Mission College, Lahore, and the St. Stephen's College, Delhi, prepare students for the Degree Examinations; whereas the other three Colleges instruct only up to the Intermediate Examination.

Number and distribution of students.

51. The following statement gives the number of students in all the Colleges at the close of the year, with their distribution over the classes:—

		1890-91.	1889-90.	Increase.	Decrease.
Intermediate Class	First year	137	121	16	...
	Second year	128	137	..	9
B. A. Class ...	Third year	75	36	39	...
	Fourth year	44	56	...	12
M. A. Class		5	8	...	3
Total		389	358	31	...

There is an increase, in the total, of 31 students. The increase in the First Year Class is promising, and indicates a fair

advance, notwithstanding the comparatively high fees that are now levied. The very large rise in the Third Year Class was the result of an unusual number of passes in the Intermediate Examination, out of a rather congested class, in 1890. The decrease of M.A. students is mostly owing to the temporary greater demand in the labour market for newly passed B.As. The class fee, too, which is now Rs. 11 per mensem, has a deterrent effect.

Expenditure.

52. The table given below shows the expenditure on all the Colleges during the past year :—

From	1890-91.	1889-90.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	48,412	55,821		7,409
District Funds	225	...	225	...
Municipal Funds	5,399	5,389	10	...
Fees	21,387	15,802	5,585	...
Subscriptions	13,538	13,133	405	...
Endowments and other sources	13,900	17,526	...	3,626
Total ...	1,02,861	1,07,671	...	4,810

There is a total decrease of Rs. 4,810. The decrease from Provincial Revenues is due to officiating arrangements in the Government College, Lahore, owing to the absence on leave of the Principal. The decrease from 'endowments and other sources' is mainly nominal, owing to a re-apportionment, in the Dayá Nand College, of the expenditure over the School and College Departments, in connection with those teachers who work in both, and resulting in the transfer of a considerable sum from the College to the School account. The Aided Colleges also naturally decrease their expenditure under this head as the fees increase. The rise in fees continues satisfactory, although the past year did not require an increment in the rates.

Scholarships.

53. The following table gives the expenditure on scholarships from the various sources, and the number of scholarships of different kinds current during the year :—

		1890-91.	1889-90.	Increase	Decrease.
		Rs.	Rs.	Rs.	Rs.
Expenditure.	Provincial Revenues	* 8,998	8,843	155	
	District Funds		128	..	128
	Municipal Funds	1,478	881	597	...
	University Funds	3,862	2,442	1,420	
	Other sources	981	1,792	.	811
	Total	15,319	14,086	1,233	...
Number of holders of	Government and University open scholarships	† 64	53	11	...
	Jubilee scholarships	† 26	21	5	
	Zamíndárí scholarships	1	..	1	...
	Other scholarships	24	28	...	4
	Total	115	102	13	...

There is an increase of 13 scholarships, and a corresponding rise of Rs. 1,233 in the expenditure. Owing to improved examination results, more scholarships were awarded by the University, and, consequently, the bulk of the increased expenditure fell on University funds. The scholarships are tenable in any of the Provincial Colleges, and in the M. A. O. College, Aligarh. At present 6 scholarships are held in Aligarh, leaving 109 to the Provincial Colleges, among 389 students. As was explained in last report, the

*Includes Rs. 624 on account of scholarships held in the M. A. O. College at Aligarh.
† Includes 3 scholarship-holders in the Aligarh M. A. O. College.

Chapter III, 54. University Education.

number of scholarships has considerably diminished within the last few years. It may be observed that scholarships, as distinct from stipends, are not returned as *direct* expenditure. They form a charge against the institutions in which they are held, not on account of the cost of those, but because of the proficience of the students.

Examination results for the six Arts College.

54. The statement below gives the results of the Calcutta and Punjab University Examinations, so far as concerns the six Arts Colleges in British territory :—

		1890-91.	1889-90.	Increase.	Decrease.
F. A., Calcutta	Candidates	2	2	...	...
	Passes	...	1	..	1
Intermediate, Punjab	Candidates	122	132	...	10
	Passes	73	100	...	27
B. A., Calcutta	Candidates	1	...	1	...
	Passes	...	...	...	...
B. A., Punjab	Candidates	44	58	...	14
	Passes	31	31	...	...
M. A., Punjab	Candidates	2	3	...	1
	Passes	2	...	2	...

As already explained, only 3 candidates offered for the examinations of the Calcutta University,—2 for the First Arts, and one for the B. A., and all failed. For the Punjab University Examinations, the number of candidates was fewer than in the previous year; but the percentages of passes were satisfactory, namely,—for the Intermediate Examination, nearly 60 per cent.; for the B. A. Examination, 70 per cent.; and for the M. A., 100 per cent. The successes in the previous year were, respectively, 76, 53, and 0 per cent.

Results of examination in each subject.

55. The following table gives the results in each subject :—

			English.	Arabic.	Sanskrit.	Persian.	Mathematics, A Course.	Mathematics, B. Course.	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
F. A. and Intermediate Examinations.	Candidates	1890-91	122	16	26	93	122	...	117	9	...	40
		1889-90	132	16	24	105	132	...	67	71	...	56
		Increase	..	...	2	...	...	...	50	...	...	...
		Decrease	10	...	.	12	10	...	...	62	...	16
	Passes	1890-91	113	12	13	72	103	...	94	7	...	23
		1889-90	122	16	16	88	117	...	57	65	...	50
		Increase	...	...	...	...	...	...	37	...	...	...
		Decrease	9	4	3	16	14	...	...	58	...	27
B. A. Examination.	Candidates	1890-91	44	7	10	31	19	3	25	11	...	5
		1889-90	58	7	11	47	19	3	28	21	2	13
		Increase	...	...	...	...	...	...	...	...	...	...
		Decrease	14	...	1	16	...	...	3	10	2	8
	Passes	1890 91	38	7	6	31	14	2	22	11	...	4
		1889-90	35	6	4	43	14	2	16	21	2	9
		Increase	3	1	2	...	...	...	6	...	...	...
		Decrease	...	...	...	12	...	...	...	10	2	5
M. A. Examination.	Candidates	1890-91	1	...	...	...	1	...	...	...	...	...
		1889-90	2	...	...	...	1	...	...	...	...	...
		Increase	...	...	...	...	...	...	...	...	...	...
		Decrease	1	...	...	...	...	..	...	...	...	...
	Passes	1890-91	1	...	...	...	1	...	...	...	...	...
		1889-90	...	...	...	...	...	...	...	...	...	...
		Increase	1	...	...	...	1	...	...	...	...	...
		Decrease	...	...	...	...	...	...	...	...	...	...

In the Intermediate Examination, the percentages of passes are remarkable, giving an average of 74 over all the subjects. The English, Mathematics, and Philosophy results, with 92, 84 and 80 per cent., respectively, are especially favourable. The sudden fall in the number of candidates in History was evidently due to the decrease in the optional subjects, although it appears that the new regulation was not rigidly applied in the last examination. In the B A. Examination, the average percentage of successes was 84, being especially high in Arabic, Persian, History, Philosophy, English, and Science. The lowest result in both examinations was in Sanskrit. Of the M. A. candidates, one appeared in English, and the other in Mathematics, and, as already noticed, both passed—one in the 2nd and one in the 3rd Division.

LAHORE GOVERNMENT COLLEGE.

Lahore Government College. Statistics.

56. The report on the Lahore Government College is given as Appendix A. Mr. E. S. Robertson held charge of the College throughout the year. The number of students on the roll fell from 115 to 113 during the year. The fall had been much greater in the previous year; and it may be presumed that we have now seen the very worst effects on this institution of the greatly enhanced fees and the multiplication of Colleges. Only 18 seem to have joined the First Year Class, which is not a very good look out for the higher classes; but there was a compensating unusual recruitment of 26 outsiders to the Third Year Class. There will always be several new recruits at this stage from the Colleges which educate up to the Intermediate standard only; but on the recruiting of the First Year Class will mainly depend the numerical success of the institution. The expenditure declined during the year from Rs. 52,907 to Rs. 48,809, chiefly owing to the establishment arrangements on account of the absence of the permanent Principal. The fees rose from Rs. 6,086 to Rs. 9,397. Fifty-two of the students had won scholarships.

Results of examinations.

57. The results of the various examinations are given below. The number of candidates in the Intermediate and B. A. Examinations was much smaller than in the previous year; but the successes were, on the whole, more favourable.

Examinations.		1891.	1890.
Intermediate Examination ...	Candidates ...	17	31
	Passes	12	25
Bachelor of Arts do.	Candidates	26	37
	Passes	19	20
Master of Arts do.	Candidates ...	2	3
	Passes	2	...

In the Intermediate Examination, the percentage of passes was 71; in the B. A. Examination, it was 73; and in the M. A., 100. The M. A. passes were one in English Literature, in the 2nd Division, and one in Mathematics, in the 3rd. It appears, also, from the Officiating Principal's report, that the third successful candidate for the M. A. Degree was also an enrolled student of the Government College, although he went up as a 'private student.' He took up Philosophy, and passed in the 2nd Division.

Chapter III, 58
University Education
Moral training

58. During the year, a good deal was done out of College to influence the character and conduct of the students. The College Club was active in its meetings and debates; a public performance of the Trial Scene in the Merchant of Venice was given by the students in connection with the Club; and lectures on Music were given by Mr. Baker of the Municipal Board School. Evening lectures of a moral bearing were also delivered during the winter months by the Professors and a few eminent gentlemen from outside. No pains seem to have been spared to instil new life into the students. They continued to play cricket (but not all of them) with some vigour; and their conduct is favourably commented on. The new Boarding House is well on the way towards completion; and the Government have sanctioned arrangements for a residence for the Principal or Vice-Principal in the vicinity of the College, and for a completely equipped Gymnasium. When these wants have been supplied, this College should be one of the best of its kind in the country.

ST STEPHEN'S COLLEGE, DELHI.

St. Stephen's College.
Statistics.

59. The report on the St. Stephen's College, at Delhi, with which the Principal has kindly furnished me, is given as Appendix B. The numbers rose during the year from 41 to 44, the accession to the First Year Class of 20 being greater than that to the Lahore Government College. The expenditure for the year was Rs. 17,358, being a slight decrease on the previous year. The fees rose from Rs. 2,745 to Rs. 3,169. Eight of the students were scholarship-holders.

Examination results.

60. For the Intermediate Examination, 15 candidates appeared and 8 passed, or 53 per cent. The successes in specific subjects were particularly good, Mathematics being an exception, with only 10 out of 15. Both candidates in the B. A. Examination passed. A third student, who was a casual, also went up from the College, and passed. The small number of B. A. candidates this year is said to be due to the great failure in the Intermediate Examination of two years ago.

Moral and physical training.

61. The conduct of the students was excellent. Cricket and lawn-tennis maintained their popularity; but general athletics had not progressed much. Besides the regular religious instruction, frequent lectures were given by visitors. The Shakespeare Reading Class continued to flourish; and a Conversation Class for discussing informally social and other subjects had met with success.

General remarks.

62. The new College building and Boarding House are expected to be ready by October next, from both of which great benefit to the public may be expected. The Principal still complains of the apathy of the native gentlemen of the city regarding educational work and the encouragement due to it. He also repeats his suggestion in favour of the appointment of Moderators, especially for the lower of the University Examinations; and very truly points out, "that Moderators are as much needed to see that the papers set are not below the proper standard, as to guard against their being too high."

THE LAHORE MISSION COLLEGE.

Lahore Mission College.
Statistics.

63. The report on the Lahore Mission College, with which the Principal has been good enough to supply me, is printed as Appendix C. The College contained, at the close of the year, 134 students, against 136 last year. As many as 44 had joined the First Year Class, which is a sure sign of continued prosperity. The expenditure rose slightly during the year from Rs. 20,920 to Rs. 21,861. There was also a slight rise in the fees. Forty-two of the students held scholarships.

64. For the Intermediate Examination, 30 out of 47 candidates passed, or 64 per cent., against 48 out of 62 in the previous year. In the B. A. Examination, 16 appeared and 10 passed, or 62 per cent., against 4 out of 10 last year. Tested by subjects, the results were very good, except the Intermediate Physical Science. Two candidates also appeared in the Calcutta University Examinations, one for First Arts and one for B. A., and both failed. The positions taken by the successful students of this College were, on an average, high, and secured for them a large share of the scholarships. The College continues to take the highest place in Sanskrit. Examination results.

65. The behaviour of the students is favourably reported on. A Total Abstinence Society exists, of which many of the students are members. Much was done by precept and example for the moral culture of the students. The Boarding Houses are full, and well managed. The Students' Literary Societies appear to flourish. Games are played; but the weakest part of the institution is probably in Physical Exercise. General remarks.

THE THREE MINOR COLLEGES.

66. The report of the Inspector of the Lahore Circle on the Dayá Nand Anglo-Vedic College at Lahore and the Municipal Board College at Amritsar is printed as Appendix D., and that of the Inspector of the Ráwalpindi Circle on the Scotch Mission College at Siálkot as Appendix E. These Colleges, at present, teach only up to the Intermediate standard. The Minor Colleges.

67. The Dayá Nand Anglo-Vedic College is supported by endowments and subscriptions raised by the Aryá Samáj, and by fees, the Principal, Lálá Hans Ráj, B.A., giving his services gratuitously. The number at present on the roll is 61, against 38 last year, 36 being in the First Year Class, and 25 in the Second. The expenditure was Rs. 3,036, against Rs. 4,468 in the previous year, the income from fees being Rs. 1,489. In the last Intermediate Examination, 25 candidates appeared, and 13 passed, or 52 per cent., against 11 out of 15 last year. The College suffers from the want of a suitable building; but it is doing very good work. A Boarding House was added to the institution during the year. The Dayá Nand College.

68. The Municipal Board College, at Amritsar, is maintained by the Municipality, its cost being defrayed from Municipal Funds and the fees of the students. The Amritsar Municipality had always liberally encouraged the boys of the city, who passed the Entrance Examination, to prosecute their studies further in Lahore, by the award of scholarships; and when the number desirous of a Collegiate education became large, the idea suggested itself of having a College of their own in connection with their large School which was opened in 1888. There were at the end of the year 21 students on the roll, against 17 in the previous year,—13 in the First, and 8 in the Second Class. The amount expended on the College Department during the year was Rs. 4,972, towards which Rs. 973 were contributed in fees. Eight students went up for the Intermediate Examination, of whom only 3 passed. All appear to have passed in English, and the failures to have been mostly in other separate individual subjects. The class work was good; but Amritsar youths are proverbial for neglect of home work. The organization, discipline, and arrangements for Physical Training are excellent. Amritsar Municipal College.

69. The Scotch Mission College at Siálkot is maintained in connection with the Mission School at that station. At the end of the year, there were 16 students on the roll, against 11 last year,—6 in the First Year, and 10 in the Second Year Class. The Scotch Mission College.

Chapter III. University Education.

expenditure for the year was Rs. 6,825, of which Rs. 434 were contributed from fees. For the Intermediate Examination, 10 candidates appeared, and 7 passed. This is the first time the College has presented candidates, and the result is very good. The arrangements and discipline are well reported of; and the College must be regarded as having made an excellent start.

THE ORIENTAL COLLEGE.

The Oriental College.

70. The report on the Oriental College, together with the remarks of the Committee of Management thereon, is printed as Appendix F. A few of the statistical tables have been omitted as not necessary for the purposes of this report.

Statistics.

71. At the close of the year, the College Department contained 79 students, against 81 in the previous year, distributed thus: On the General side, reading for the Intermediate and Degree Examinations, 19; on the purely Oriental side, reading for Oriental Titles, 60. In the School Department, there were 49, compared with 57 last year, of whom 15 were reading for the Entrance Examination, and 34 in Oriental Languages. There is a total decrease of 10 students,—all on the Oriental side. In addition to the above, 102 students of the Lahore Government College attended the College Department for instruction in Oriental Classical Languages. The time of three of the staff is wholly given up to this work, and part of the time of three others, including the Principal. Thirty-five of the College students, and 8 of the School, are scholarship-holders. The stipends were reduced during the year from 41 to 36; and 49 are now without allowances of any kind. It may be observed that more than one-half of the students in both Departments are Muhammadans, 38 being Hindús, and 19 Sikhs. The total expenditure for the year amounted to Rs. 32,160, being an increase of Rs. 1,678 on the previous return. The fees collected amounted to only Rs. 465-13-0.

Examination results.

72. *In the College Department*, on the General side, 5 candidates went up for the Intermediate Examination, and 3 passed, and 3 for the B. O. L. Examination, of whom 2 were successful. The number of candidates was small; but the degree of success was satisfactory. On the Oriental side, 5 appeared for High Proficiency, and 2 for Honors in Sanskrit, and 3 and 2 passed, respectively; 7 appeared for High Proficiency in Arabic, and 6 passed, and 6 for Honors, all of whom were successful; 3 appeared for High Proficiency in Persian, and all passed, and 3 for Honors, of whom only one passed; in Gurmukhí, 2 appeared for High Proficiency, and passed. *In the School Department*, on the General side, 8 appeared for the Entrance Examination, and 4 passed. As this is the chief source left from which to recruit the College on its General side, the outlook must be said to be very unpromising. On the Oriental side, 7 appeared for the Proficiency Examination in Sanskrit, of whom 6 passed; one appeared for the same Examination in Arabic, and passed; 4 appeared in Persian, of whom only one passed, and 2 in Gurmukhí, who both passed. Of a total of 58 candidates in all the examinations, 42 passed, or 72 per cent., which speaks well for the instruction. The results for the Government College students were excellent in Arabic and Persian, but slightly deficient in Sanskrit, with an average of 41 per cent.

Objects and prospects.

73. Since the reorganization of the College three years ago, the work has been proceeding on approved lines, with two definite objects in view,—the preparation, through the medium of the Vernacular, of candidates for Oriental Degrees, and the imparting of the very highest education in Oriental Languages. Regarding the first object, doubts naturally arise because of the gradual

decline in the supply of the material; but, in the meantime, all that is possible, in the circumstances, is being done. Regarding the training in Oriental Languages, there can be little doubt but that useful results are being achieved. The classes are popular; and the addition of instruction in English up to the Middle Standard will put a new temper into the students. The arrangements for this instruction have been further developed during the year. The whole organization of the institution, with the complete arrangements for the working of all the various classes, reflects much credit on the present management.

THE MEDICAL COLLEGE, LAHORE.

Medical College. Principal's report.

74. The report of the Principal of the Medical College, Lahore, is printed as Appendix G., and the following remarks, in review of the work done, have been supplied by the Inspector-General of Civil Hospitals:—

Number of students.

"The number of students in the College has increased from 106 in 1889-90 to 124 in 1890-91. It is satisfactory to note that the chief increase has been among Punjab free students, the numbers being 43 and 60 in each of the above years. This would indicate that a medical career has attractions of its own, apart from Government service. On the other hand, there has been a decline in the number of female students, there being only two scholarship-holders, and no free students, in the College. This is much to be regretted, considering the great importance of female medical education. In the School, the numbers have decreased from 194 in 1889-90 to 173 in 1890-91. The chief decrease has been in the number of Military stipends, but it does not appear whether this was due to a smaller number of stipends being offered, or a lack of candidates. It is not satisfactory to note the falling off in the number of local students from 37 to 30, as it indicates that Local Bodies do not interest themselves in sending up candidates to be trained for a medical career. The number of free students in the School increased by 8 last year; but the female students have declined from 15 to 9, and female medical education cannot be said to be in a satisfactory condition in the Province.

Expenditure.

"Taking the numbers in the College and School, there was only a decrease of three students last year from the previous year, the numbers being 300 and 297, respectively. The total expenditure of the College and School was Rs. 85,121 last year, compared with Rs. 82,563 the year previous, or an increase of Rs. 2,558 last year. This is mainly due to an increased expenditure from Provincial Revenues, both in the College and School, due to an increase in the salary of the Principal, the pay of the Nursing Staff, Hospital establishment, and the purchase of physiological instruments. It is satisfactory to note that the income from fees in the English class increased last year by Rs. 565, the sum of Rs. 1,901 being realized against Rs. 1,336 the year before. This sum will yearly increase, as the old students who only pay half the present fees leave the College. There is a considerable decrease in the expenditure from endowments and other sources, both in the College and School, amounting to Rs. 3,403. This is partly explained by the Principal to be due to the expenditure on the Lady Lyall Home for female students being no longer an item in the College accounts, the Home having the control of its own funds. It is not stated what the income is from endowments and other sources, and it is not, therefore, known if the diminished expenditure represents any savings.

Scholarships and stipends.

"The sum of Rs. 25,755 was expended last year on scholarships and stipends in the College and School, against Rs. 26,227 expended in the previous year, being a decrease of Rs. 472. The chief decrease is noticed in the School stipends, amounting to Rs. 1,823, and from all sources, Provincial and Local. In the College, however, there is a substantial increase of Rs. 1,495, contributed from all sources, except the University Funds. Here again the information in the accounts is meagre. The other sources from which scholarships and stipends are paid are not stated, nor is the income available for scholarships and stipends anywhere shown. There is an increased expenditure on scholarships in the College of Rs. 1,495, but the increased number of scholarships last year appears to have been two only.

"In the School the number of stipends decreased by 26, and the expenditure by Rs. 1,823, or about Rs. 70 per stipend.

Chapter III, 74. University Education.

"In the School the main decrease has been in the Government stipends for the Military class of Hospital Assistants, but District Board and other stipends have also diminished. This latter is not a satisfactory feature; for Local Bodies are encouraged to provide funds for the medical training of local students.

"Taking the total number of students in the College last year 124, 55 appear to have held scholarships, or 44 per cent., against 50 per cent. who held scholarships in 1889-90. This is very satisfactory, as it indicates the increasing popularity of the College.

"In the School, 80 per cent. of the scholars held stipends, and this was nearly the same in 1889-90; so the career of a Hospital Assistant does not seem to offer many attractions for free students, and it appears mainly recruited by candidates for Government service.

"The results of the College Junior Examination were more favourable last year than in the year previous,—18, or 66 per cent., of the candidates were successful, against 50 per cent. in the previous year.

Results of Examinations.

"The results of the Final Examinations cannot, however, be considered satisfactory, only 5 candidates passing out of 13, or 38 per cent., which is less than in the year previous, when 40 per cent. of the candidates passed. Only 9 Assistant Surgeons have qualified in the last two years out of 23 candidates examined, or 39 per cent. This is a serious matter, as the Imperial and Local Government Services of Assistant Surgeons are recruited from the successful candidates, and the latter Service has been for some time under its sanctioned strength. The Licentiate of Medicine and Surgery of the Punjab University is undoubtedly a high medical qualification, and candidates having to pass both in Medicine and Surgery at the same time no doubt enhances the difficulty, and may possibly account for the large number of failures. It also appears that 3 out of 13 candidates had previously failed, so that 50 per cent. of the candidates examined for the first time succeeded in passing. I shall be glad, however, if the Principal will be good enough to enquire into, and report, if there be any explanation of the large number of failures—14 in the last two years. Three of the successful candidates obtained the M.B. Degree of the Punjab University, which, the Principal points out, is the first instance of this kind. This is satisfactory as far as it goes, and it is undoubtedly desirable that practitioners of medicine should not only have high professional qualifications, but that their standard of general education should be in keeping with it; but it is also desirable that there should be a sufficient number of qualified practitioners to meet the requirements of the Service and of the public.

"In the School examinations, the results cannot be considered satisfactory. Fifty-nine per cent. of the candidates passed their Final Examination last year, as compared with 72 per cent. in 1889-90. It is explained that among the candidates for the Hospital Assistant Examination there are not a few students who have been rejected in previous years and some who have little or no talents, and thus the percentage of failures is increased. The subject is one which demands the attention of the Principal, for it is not satisfactory that little more than half the number of candidates succeed in passing. Apart from the Military Service, the requirements of the Provincial Service for Hospital Assistants cannot be met, nor the Local Service recruited to its full strength.

Standard of education.

"Apparently, there is no want of candidates: it is their successful training that appears to be required. The Principal reports that the standard of education among the College students has made material advances, nearly double the number having passed the Intermediate Examination; and one student, Muhammad 'Abdul Ghani, is a B. A. of the Punjab University, and a student of marked zeal and ability. This is very satisfactory. The raising of the standard of general education cannot fail to have a most beneficial effect on the study of medicine, and any progress in this direction is to be welcomed, not only as lightening the task of the teacher, but also as more worthily fitting the student for his public profession. The Principal has not made any remarks on the attainments and progress of the students of the School. The Anglo-Vernacular Middle School Examination is now the test for all Military and Civil students of the Hospital Assistant class; but the records of recent examinations in English show that the knowledge of many students has declined during their residence at the College, which is much to be regretted. The Principal has explained that the Hospital Assistant class being taught in the Vernacular, there is little opportunity for students keeping up their knowledge of English.

This matter also requires the attention of the Principal, and some means should be devised for preventing the students deteriorating in their knowledge of English.

Improved accommodation and appliances.

"Much has been done last year, as pointed out by the Principal, to improve the College and School buildings, and fit them for the increasing number of students. Important additions have been made to the Materia Medica and Pathological Museum, and a grant was made for the purchase of physiological instruments, which will materially aid in the study of this important branch of medical training. A most important change will be effected when the new and enlarged dissecting room has been built on a site which has been selected close to the College. This change has been rendered necessary both by the increased number of students and the building of the Prince Albert Victor Memorial Hospital in the College grounds. This hospital will add a very imposing block of buildings to the present College and Hospital, and will facilitate the clinical training of many of the senior students.

The Lady Lyall Home.

"The Lady Lyall Home for female medical students, which adjoins the College, was opened last year, and promises to confer inestimable advantages on the female students of medicine, who can thus be provided during their training with a suitable home, where they will be thoroughly supervised. Such a home should remove the objections of many women to entering on a medical career, and it is to be hoped, when its advantages are well known throughout the Province, it will materially aid the cause of medical education. The Principal very naturally calls attention to the success of two of the College students in the Competitive Examination for the Indian Medical Service in London last year; and the high places they took among the successful candidates is a substantial testimony to the standard and teaching in the Medical College."

SECONDARY SCHOOLS FOR NATIVE BOYS.—NUMBER AND DISTRIBUTION OF SCHOOLS AND SCHOLARS.

			Anglo-Vernacular									Number of				
			Government and Board Schools.	Aided Schools.	Unaided Schools.	Total.	Vernacular Board Schools.	Vernacular Aided Schools.	Total Anglo-Vernacular and Vernacular Schools.	Number learning English.	Number of agriculturists.	Open scholarships.	Jubilee scholarships.	Zamindári scholarships.	Other close scholarships.	Total.
Number of High Schools.	1890-91	...	19	19	4	42	..	1	43	...	...	...	...	...	...	...
	1889-90	...	17	19	4	40	...	1	41	...	...	...	...	...	...	...
	Increase	...	2	...	...	2	..	..	2	...	...	...	...	...	..	...
	Decrease	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...
Number of Middle Schools.	1890-91	.	52	16	12	80	125	...	205	...	...	...	...	...	...	...
	1889-90	.	53	14	9	76	124	...	200	...	...	...	...	...	...	...
	Increase	...	...	2	3	4	1	...	5	...	...	...	...	...	...	...
	Decrease	...	1	...	...	..	...	...	...	...	...	...	...	...	...	...
Total Number of Secondary Schools.	1890-91	.	71	35	16	122	125	1	248	...	...	...	...	...	...	...
	1889-90	..	70	33	13	116	124	1	241	...	...	...	...	...	...	...
	Increase	...	1	2	3	6	1	...	7	...	...	...	...	...	...	...
	Decrease	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Number of Scholars. — *High Stage*	1890-91		745	660	175	1,580	...	49	1,629	1,614	201	306	61	11	65	443
	1889-90	...	665	616	192	1,473	...	57	1,530	1,515	175	309	53	...	85	447
	Increase	...	80	44	...	107	...	..	99	99	26	...	8	11	...	...
	Decrease	...	...	..	17	...	...	8	...	...	...	3	..	...	20	4
Middle Stage	1890-91		4,044	2,198	590	6,832	3,923	...	10,755	6,832	2,371	584	143	6	568	1,301
	1889-90	..	3,851	2,151	444	6,446	3,819	..	10,265	6,446	2,305	547	144	...	619	1,310
	Increase	...	193	47	146	386	104	...	490	386	66	37	...	6	...	...
	Decrease	...	...	...	...	...	...	...	...	...	...	...	1	...	51	9
Total Secondary Stage.	1890-91	...	4,789	2,858	765	8,412	3,923	49	12,384	8,446	2,572	890	204	17	633	1,744
	1889-90	...	4,516	2,767	636	7,919	3,819	57	11,795	7,961	2,480	856	197	...	704	1,757
	Increase	...	273	91	129	493	104	...	589	485	92	34	7	17	...	...
	Decrease	...	...	...	...	...	...	8	...	...	...	...	...	...	71	13
Upper Primary Stage.	1890-91	...	4,962	2,190	626	7,778	3,102	...	10,880	7,778	2,378	13	9	2	49	73
	1889-90	...	5,108	2,108	501	7,717	3,159	...	10,876	7,717	2,301	13	4	...	40	57
	Increase	...	...	82	125	61	...	...	4	61	77	...	5	2	9	16
	Decrease	...	146	...	...	...	57	...	...	...	...	...	...	...	...	...
Lower Primary Stage.	1890-91	...	6,324	3,328	929	10,581	10,149	...	20,730	625	5,004	...	...	...	2	2
	1889-90	...	6,531	3,397	697	10,625	10,453	...	21,078	811	4,744	...	...	...	8	8
	Increase	...	...	...	232	...	..	...	..	..	260	...	...	..	...	...
	Decrease	...	207	69	...	44	304	...	348	186	...	...	...	...	6	6
Total Primary Stage.	1890-91	...	11,286	5,518	1,555	18,359	13,251	...	31,610	8,403	7,382	13	9	2	51	75
	1889-90	...	11,639	5,505	1,198	18,342	13,612	..	31,954	8,528	7,045	13	4	..	48	65
	Increase	...	...	13	357	17	...	...	...	...	337	...	5	2	3	10
	Decrease	...	353	...	...	...	361	...	344	125	...	...	...	...	...	...
Grand Total	1890-91	..	16,075	8,376	2,320	26,771	17,174	49	43,994	16,849	9,954	903	213	19	684	1,819
	1889-90	...	16,155	8,272	1,834	26,261	17,431	57	43,749	16,489	9,525	869	201	...	752	1,822
	Increase	...	...	104	486	510	...	...	245	360	429	34	12	19	...	...
	Decrease	...	80	...	...	...	257	8	...	...	...	...	...	...	68	3

CHAPTER IV

SCHOOL EDUCATION—GENERAL (NATIVE BOYS).

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SECTION A.—SECONDARY EDUCATION.

Statistical table.

75. The table on the opposite page compares the statistics of Secondary Schools for Native Boys for the past two years.

Number of schools.

76. The number of Secondary Schools of all classes has increased from 241 to 248, giving now 122 Anglo-Vernacular and 126 Vernacular Schools. The increase was in 2 High and 4 Middle Anglo-Vernacular Schools, and 1 Middle Vernacular School. There are now 43 High Schools in the Province, all but one being Anglo-Vernacular. The number of Middle Schools is 205,—80 Anglo-Vernacular, and 125 Vernacular. Two of the new schools were Aided, 3 Unaided, and 2 Board Schools. The single High Vernacular School is that connected with the Oriental College at Lahore.

Number of scholars.

77. Corresponding with the increase in the number of schools, there is an advance from 43,749 to 43,994 in the scholars. Of these, 1,629 belong to the High Departments, and 10,755 to the Middle, or altogether 12,384 to the Secondary stage of instruction. The remainder, or 31,610, belong to the Primary stage. It may be observed that a total increase of 589 in the Secondary stage is reduced by a fall of 344 in the Primary, chiefly in the Lower Primary classes. This is attributed partly to the prevalence of sickness in a number of Districts at the time of the inspection, and partly to the temporary check given to the expansion of education by the enhancement of the fees, and the introduction of a stricter fee system. The increase of scholars in Unaided Schools is naturally attended by a fall in Government and Board Schools, as the former, with nominal fees, are usually opened, if not in direct opposition, at least in close juxtaposition to the latter.

Chap. IV, A, 78. Secondary Schools. Expenditure.

78 The following statement gives the expenditure on Secondary Schools for Native Boys for the last two years:—

		Provincial Revenues.	District Funds.	Municipal Funds.	Fees	Other sources.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Anglo Vernacular Schools							
Government and Board Schools	1890 91	5,955	26,696	1,60,525	1,27,420	8,965	3,29,561
	1889-90	4,752	22,062	1,62,662	1,18,123	8,331	3,15,930
	Increase	1,203	4,634		9,297	634	13,631
	Decrease		...	2,137	..		..
Aided Schools ..	1890 91 ..	59,175	873	10,390	95,458	56,847	2,22,743
	1889 90	57,570	336	9,211	82,977	50,219	2,00,313
	Increase	1,605	537	1,179	12,481	6,628	22,430
	Decrease		..	.	.	..	...
Unaided Schools	1890 91	...	..	..	11,969	25,723	37,712
	1889-90 .	.	...	...	10,727	28,831	39,558
	Increase	.	.	...	1,262		
	Decrease		...	...	.	3,108	1,846
Total Anglo-Vernacular Schools.	1890-91 ..	65,130	27,569	1,70,915	2,34,867	91,535	5,90,016
	1889-90	62,322	22,398	1,71,873	2,11,827	87,381	5,55,801
	Increase	2,808	5,171	..	23,040	4,154	34,215
	Decrease	..		958	...	.	
Vernacular Schools.							
Board Schools . . .	1890 91 ..		66,272	17,317	29,376	547	1,13,512
	1889-90 ..	..	61,759	20,846	27,208	·642	1,10,455
	Increase	.	4,513		2,168		3,057
	Decrease		.	3,529	...	95	..
Aided Schools	1890 91 ...	1,617	64	211	34	2,989	4,915
	1889-90	912	39	76	31	3,310	4,368
	Increase	705	25	135	3	.	547
	Decrease	...			...	321	
Grand Total Anglo-Vernacular and Vernacular Schools.	1890 91	66,747	93,905	1,88,443	2,64,277	95,071	7,08,443
	1889-90	63,234	84,196	1,92,795	2,39,066	91,333	6,70,624
	Increase	3,513	9,709		25,211	3,738	37,819
	Decrease		.	4,352			..
Scholarships ...	1890-91	3,261	40,960	10,191	.	3,692	58,104
	1889-90 ..	2,872	41,428	10,317		11,971	66,588
	Increase	389				.	
	Decrease		468	126	.	8,279	8,484

There is an increase of expenditure of Rs. 37,819, or about 5·6 per cent.; but this total includes Rs. 8,400 of expenditure (against Aided Schools and under Fees) on the Aitchison College, hitherto returned as Scholarships, but which in reality is income from an endowment, and paid towards the fees of certain scholars. Excluding this item, the actual rise is Rs. 29,419, or 4·4 per cent., Rs. 25,815 being on the Anglo-Vernacular Schools. The increase is partly on account of the new schools opened during the year, but chiefly on account of efforts to raise the standard of equipment of the older schools. The rise on Vernacular Schools of Rs. 3,604 was almost entirely on improved establishments. It is to be observed that, except in Aided Schools, there is a fall in expenditure from Municipal Funds. This is owing to a disinclination on the part of many of these Bodies to expand their efforts in the cause of education as the means become available from enhanced fees. The increase, under Aided Schools, arises from grants-in-aid being now made

payable by Local Bodies. The small total increase from Provincial Revenues of Rs. 3,513 was made up of enhanced grants to Aided Schools, and of additional expenditure on the Central Model School at Lahore. The average annual cost per scholar in Secondary Schools is now about Rs. 16-2-0, a little more than one-half of which is contributed from fees and private sources. In Anglo-Vernacular Schools, it is about Rs. 22; in Vernacular Schools, Rs. 6-10-0, nearly.

Chap. IV, A, 79. Secondary Schools.

79. The amount taken in fees rose from Rs. 2,39,066 to Rs. 2,64,277, or by Rs. 25,211, and now equals about 37 per cent. of the total expenditure. The rise was in all classes of schools, with the exception of the single Aided Vernacular School, which, with 49 pupils, only raised Rs. 34. As has been frequently explained, the fees of the Aitchison College, which are exceptional, go to swell abnormally this return for Aided Schools.

Fees.

80. The number of scholarships current during the year was 1,819, against 1,822 in the previous year. This gives an average of one scholarship to every 24 scholars. All the Scholarships, both Open and Close, are awarded according to the results of the Upper Primary and Middle School Examinations, and are tenable either in Middle or High Schools. The Jubilee Scholarships are for the encouragement of English education among Muhammadans; and there is a slight increase in the number since last year. The Zamíndárí Scholarships are for the encouragement of education among agriculturists, and were awarded for the first time last year. Local Boards are authorised to provide both kinds of scholarships in pursuance of the objects in view; but only a few Districts have done anything to speak of in this direction as yet. It is, however, a simple way of at once affecting the higher education of the classes concerned. The total expenditure on scholarships for the year decreased by Rs. 8,484, or from Rs. 66,588 to Rs. 58,104. This large decrease, with only 3 fewer scholarships, is accounted for by the exclusion from the return, under Other Sources, of the Aitchison College scholarships, which are, in reality, stipends from an endowment raised originally, to a large extent, from Local Bodies, and now utilised in part payment of the fees of certain scholars. The expenditure on Middle and High School Scholarships falls mainly on Local Bodies. The comparatively small expenditure from Provincial Revenues is on account of a fixed number of Jubilee and Zamíndárí High School Scholarships provided by Government. It may be mentioned that the conditions of the tenure of all Close Scholarships throughout the Province have recently been revised, so as to bring them into general conformity with the regulations of the Education Code.

Scholarships.

81. The following table compares the results of the Entrance and Middle School Examinations for the last two years :—

Examination results.

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		Entrance Examination.			Middle School Examination.				
		Number of candidates.	Number passed.	Percentage of passes on number of candidates.	Number of candidates.*	Number passed.*	Percentage of passes on number of candidates.	Number who took up English only.	Number passed in English only.
Anglo-Vernacular Examination.									
Government and Board Schools.	1890-91 ...	325	154	47·4	1,166	841	72·1	87	85
	1889-90 ..	315	168	53·3	1,207	876	72·6	82	81
	Increase ...	10	...	...	...	...	...	5	4
	Decrease ...	...	14	5·9	41	35	·5	...	...
Aided Schools ...	1890-91 ...	314	109	34·7	722	452	62·6	85	81
	1889-90 ...	286	131	45·8	747	492	65·9	78	71
	Increase ...	28	...	...	...	...	...	7	10
	Decrease ...	...	22	11·1	25	40	3·3	...	..
Unaided Schools ...	1890-91 ...	98	31	31·6	160	100	62·5	11	9
	1889-90	84	40	47·6	228	131	57·5	11	8
	Increase ...	14	...	...	.	.	5·0	.	1
	Decrease ...	.	9	16·0	68	31	...	..	...
Total Anglo-Vernacular Examination.	1890-91 .	737	294	39·9	2,048	1,393	68·0	183	175
	1889-90 ...	685	339	49·5	2,182	1,499	68·7	171	160
	Increase ...	52	...	...	...	...	...	12	15
	Decrease ...	...	45	9·6	134	106	·7	...	...
Vernacular Examination.									
Government and Board Schools.	1890-91 .	4	1	25 0	1,123	772	68 7	...	...
	1889-90 ...	14	4	28·6	1,148	768	66·9	...	...
	Increase ..	...	...	..	...	4	1·8	...	...
	Decrease ...	10	3	3·6	25	...	...	...	...
Aided Schools ..	1890-91 ...	8	4	50·0	5	2	40·0	...	...
	1889-90 ...	4	4	100·0	13	8	61·5	...	...
	Increase ...	4	...	...	...	...	...	...	...
	Decrease ...	...	...	50·0	8	6	21·5	...	...
Unaided Schools ..	1890-91 ..	1	...	...	15	14	93 3	...	...
	1889-90 ...	1	..	...	3	3	100·0	. .	..
	Increase ...	...	...	...	12	11	...	...	...
	Decrease ...	...	...	...	...	...	6·7	...	...
Total Vernacular Examination.	1890-91 ..	13	5	38·5	1,143	788	68·9	...	...
	1889-90 ...	19	8	42·1	1,164	779	66·9	. .	...
	Increase .	...	...	. .	...	9	2·0	...	...
	Decrease ...	6	3	3·6	21	...	...	..	...
Grand Total Anglo-Vernacular and Vernacular Examinations.	1890-91	750	299	39 9	3,191	2,181	68·4	183	175
	1899-90 ...	704	347	49·3	3,346	2,278	68·1	171	160
	Increase ..	46	...	..	...	...	·3	12	15
	Decrease ...	...	48	9·4	155	97	...		...

* Exclusive of those who took up English only.

Entrance Examination.

82. For the last Entrance Examination, 750 candidates appeared, and only 299 passed, against 347 out of 704, in the previous year. There has, therefore, been a decrease in the total percentage of passes from 49·3 to 39·9. This falling off was quite unexpected; and it is attributed, almost solely, to the unreasonable stiffness of one of the Mathematical papers. It will be observed that the Aided and Unaided Schools suffered most, with a fall in their percentages from 45·8 and 47·6 to 34·7 and 31·6, respectively; whereas the Government and Board Schools secured 47·4 of successes against 53·3 last year. Only 13 candidates appeared this year on the Vernacular side of the examination, of whom 5 passed,—4 from the Oriental College School, and one from the Municipal Board School, Peshâwar. With the conversion of the school

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at Tánda, in the Hoshiárpur District, into an Anglo-Vernacular School, the last of the Board Vernacular High Schools has disappeared from the Province, and High Vernacular education is practically doomed. The Oriental College School now stands almost alone ; and it will require all its might to provide a substantial recruitment yearly to the College classes. The experiment of Board Vernacular High Schools was bound to fail, as there is no demand for them, and scholars would not attend without scholarships. But, in the interests of Middle vernacular education, I should have liked to see at least one school, even artificially maintained, as a source from which to recruit the Senior Vernacular Class of the Training College, which provides Masters for Vernacular Middle Schools.

Schools specially mentioned.

83. The Municipal Board Schools at Mooltan, Amritsar, and Jullundur highly distinguished themselves in the Entrance Examination, with from 77 to 76·4 per cent. of successes. The Lahore Municipal Board School also did well, obtaining 53 per cent. of passes, with 6 in the First Division. The Ferozepore and Hoshiárpur Municipal Board Schools come next, with 50 per cent. of passes. The Dayá Nand Anglo-Vedic School passed 20 candidates, but with a small percentage, 65 having been presented. The Ludhiána Municipal Board School passed only 13 out of 34, or 38 per cent.; but it obtained the highest place on the Entrance list. The best result among the Aided Schools was that of the American Mission School at Gujránwála, with 19 passes out of 43, or 44·2 per cent.

Middle School Examination.

84. The results of the Middle School Examination are much more favourable than those for the Entrance. Out of a total of 3,191 candidates, 2,181 passed, or 68·4 per cent. The percentage for last year was 68·1, with 155 more candidates. To this examination, the Anglo-Vernacular Schools contributed about two-thirds of the candidates, the percentage of successes being about the same for both. On the Anglo-Vernacular side, the Board Schools take the lead with 72·1 per cent. of passes, against a little over 62 per cent. for the Aided and Unaided Schools. On the Vernacular side, the best return is for the Unaided Schools, with 93 per cent. It will be noticed, however, that out of a total of 1,143 candidates on this side, only 20 belonged to the Aided and Unaided Schools. The fall in the number of candidates for the present year is attributed to the abnormal number presented last year, on account of the exceptional failures the year before.

The best Middle School results.

85. The best results in this examination on the Anglo-Vernacular side, for Board Schools, were in the Municipal Board Schools at Ludhiána and Jullundur, with 94 and 90 per cent. of successes, respectively. The American Mission School at Gujránwála took the highest place among the Aided Schools, with 77 passes out of 94, or 82 per cent. The Dayá Nand *Unaided School* passed 61 out of 86, or 71 per cent. The Municipal Board School at Dera Ghází Khán, with 30 passes, or about 79 per cent. of the candidates, may be said to have done well for a frontier town. On the Vernacular side, the Hariána School, in the Hoshiárpur District, maintains the lead in the Province for the number of candidates passed. Then follow the schools at Moga, in the Ferozepore District, Sharaqpur and Bághbánpur, in the Lahore District, Dingah and Jalálpur, in the Gujrát District, and Taunsa, in the Dera Ghází Khán District.

Calcutta Entrance.

86. Besides the local Entrance and Middle School Examinations, a number of schools continue to present candidates for the Entrance Examination of the Calcutta University; and the subjoined table gives the results for the past year :—

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		Number of candidates.	Number passed.	Percentage of passes on number of candidates.
Government and Board Schools	1890-91 ...	44	14	31·8
	1889-90 ...	73	34	46·6
	Increase ...	...	...	...
	Decrease ...	29	20	14·8
Aided Schools	1890-91 ...	65	15	23·1
	1889-90 ...	69	28	40·6
	Increase ...	...	...	...
	Decrease ...	4	13	17·5
Unaided Schools	1890-91 ...	22	9	40·9
	1889-90 ...	18	12	66·6
	Increase ...	4	...	...
	Decrease ...	...	3	25·7
TOTAL ...	1890-91 ...	131	38	29·0
	1889-90 ...	160	74	46·2
	Increase ...	...	...	...
	Decrease ...	29	36	17·2

There were altogether 131 candidates, with 38 passes, or about 29 per cent. This is a less favourable result than for the Punjab University, with 39·9 per cent. of successes; but, as has been explained in previous reports, there is no special preparation for this examination, nor do the best candidates appear in it. It will be observed that the number of candidates has declined, especially from the Government and Board Schools. This is not to be regretted, as the existence of a double test, by the same standard, tends to unfix the efforts of the scholars, and, as Dr. Stulpnagel remarks, tends also to impress upon the candidates "not the value of the test to which they subject themselves, but its uncertainty." It introduces the element of 'trial and venture' instead of self-confidence into the schools.

Boarding Houses.

87. An important factor towards the advance of Secondary Education in the Province is the provision of Boarding Houses. For every group of Primary (or Village) Schools, a Middle (or Town) School is maintained for those who may desire a more than elementary education. These Middle Schools, whilst as centrically situated as possible, are yet at a great distance from the homes of many of the scholars for whom they are intended; and hence it is laid down in the Code, that, wherever there is a Middle School, a Boarding House, when possible, should be supplied. In a word, the provision of Boarding Houses prevents the multiplication of Middle Schools beyond absolutely necessary requirements. The same holds, in a degree, for High (or County) Schools, there being about one in a District, for still higher education, although the Code does not insist on Boarding Houses for these. The difference of attitude is this: Middle Schools *must* be maintained to a considerable extent; whereas High Schools *may*, if they are wanted. In the former case, the provision of Boarding Houses is made essential; in the latter, it is merely expedient. As a matter of discipline, and for the training in character of the scholars, it is highly desirable in both cases; and it is satisfactory to note that steady progress is being made throughout the Province in this direction. Very few Anglo-Vernacular Schools are now without Boarding Houses; and the system is gradually being extended to the Vernacular Middle Schools. There is also a decided advance in the arrangements for the comfort and supervision of the boarders; although, as remarked by Lálá Piyáre Lál, the importance of Boarding Houses, as a means of disciplining the mind and forming the character, is not yet sufficiently realised by the Controlling Bodies.

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Conduct and discipline.

88. The conduct of the scholars is favourably reported on by all the Inspectors. Where breaches of discipline did occur, of which serious notice had to be taken, these were almost invariably the result of hasty impulse, abetted by feelings and influence outside the schools. The fact is that, in all the best schools, a higher tone has been awakened; and both teachers and pupils are now aware that order, and discipline, and good manners, and good feeling, are not the least parts of the lessons to be learned at school. I attribute this excellent result partly to the special emphasis that has of late been put upon the subject, partly to the influence of the higher and better training of the younger Masters, and partly to the encouragement of games and physical training, by which the boys of all classes are brought together in a new and freer relation. As there will be no slackening of these influences, and as the Training Institutions may be expected steadily to rise in aim and tone, I look forward hopefully to increasingly improved results in this respect. An evil tendency in some of the newly-trained Masters is pointed out by one of the Inspectors,—namely, to assume a new dress, and hold aloof from the people; and this will have to be strenuously counteracted by those concerned.

Advance of English education.

89. As will be seen by reference to the table at the beginning of this Chapter, the number of boys learning English in the Secondary Schools of the Province, rose since last year from 16,489 to 16,849, the increase being entirely in the Secondary classes. This inconsiderable advance, by itself, does not imply much, but taken in connection with the increased rates of fees, and with the fact that there is a corresponding fall, nearly, in Vernacular education, it is significant enough. The unanimous testimony of the Inspectors is that there is growing everywhere an increased desire for an English education. Six new Anglo-Vernacular Schools were opened during the year; and the applications to have English added to the Vernacular Schools are so numerous that they have to be almost persistently discouraged. On this point, Mr. Harvey says: "Nowhere in the Circle has the progress of Vernacular education kept pace with that of English. There is no desire anywhere to raise the status of a Vernacular Primary School to the Middle grade, though the introduction of English into every Vernacular School is desired by those who think they can pay for it; and the raising of three or four Anglo-Vernacular Middle Schools to the High grade has been made a subject of constant communication to my office." And Dr. Stülpnagel remarks on the general desire to convert Vernacular into Anglo-Vernacular Schools: "Even such an educationally backward District as Montgomery, which contains only one Anglo-Vernacular and two Vernacular Middle Schools, desires to introduce English into the curriculum of both the latter, besides making arrangements for the conversion of a Vernacular Primary into an Anglo-Vernacular Middle School." The tendency to introduce English into the Schools unduly is checked by a regulation in the Code, which requires that a certain proportion of the expenses should be met from fees and private sources. During the year, a stimulus was given to English education in two important quarters, by the addition of High Departments to the Board Schools at Dera Ghází Khán, and Pálampur, in the Kángra District.

Improvement of instruction in English.

90. It is well understood that an English education up to the Middle standard only, so far as English is concerned, is little better than a purely Vernacular education. It requires that English should be carried at least to the Entrance standard before it is practically of much benefit to the scholar. It is, consequently,

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to be hoped that the time will soon arrive, when there will be at least one High Anglo-Vernacular School in every District. For the improved pronunciation of English in the Schools, means are being adopted along various lines. In the Central Training College, this matter receives careful attention; and Oral Reading, with accurate pronunciation and proper emphasis, forms an important part of the Anglo-Vernacular Certificate Examinations. What can be attained in this respect by careful teaching is evinced by the good pronunciation of the boys in the Aitchison College, which was recently commented on by His Honor the Lieutenant-Governor. The bad habit of reading the Vernacular at the pitch of the voice, reacts on the English; and it is by persistently slow and restrained reading that the evil is to be eradicated. For this end, the committal and recitation of select pieces of poetry is required in the schools, from which I anticipate, in time, the desired results.

General progress.

91. The Inspectors are unanimous in declaring that Secondary Education is slowly, but surely advancing in every respect. The instruction, the state of the classes, the tone and discipline, and the general outlook are decidedly improving. The rivalry of the schools which are growing up in the larger cities, whilst giving rise to petty annoyances, has not materially affected the discipline. There is one obstacle, however, which all, more or less, seem to feel,—namely, the lack of prompt attention to the wants of the schools by a good many of the Managing Bodies. But it is hoped, especially by means of Educational Sub-Committees, to gradually diminish this difficulty.

SECTION B.—PRIMARY SCHOOLS.

Statistical table.

92. The following table compares the statistics of Primary Schools for Native Boys for the past year :—

PRIMARY SCHOOLS AND DEPARTMENTS FOR NATIVE BOYS (INCLUDING ZAMINDARI SCHOOLS).

		Number of Schools.	Number of Scholars.			Number of Agriculturists.
			Upper Primary stage.	Lower Primary stage.	Total.	
Government and Board Schools	1890-91 ...	1,646	11,997	66,621	78,618	44,344
	1889-90 ...	1,602	12,138	67,902	80,040	46,065
	Increase ...	44	...	...	...	...
	Decrease ...	...	141	1,281	1,422	1,721
Aided Schools	1890-91 ...	67	356	3,588	3,944	548
	1889-90 ...	65	346	3,804	4,150	529
	Increase ...	2	10	...	...	19
	Decrease ...	...	...	216	206	...
Unaided Schools	1890-91 ...	10	127	453	580	32
	1889-90 ...	6	76	378	454	16
	Increase ...	4	51	75	126	16
	Decrease ...	...	...	...	...	...
Total ...	1890-91 ...	1,723	12,480	70,662	83,142	44,924
	1889-90 ...	1,673	12,560	72,084	84,644	46,610
	Increase ...	50	...	...	...	...
	Decrease ...	..	80	1,422	1,502	1,686
Number of Scholars in Primary Schools and Primary Departments of Secondary Schools.	1890-91 ...	...	23,360	91,392	1,14,752	52,306
	1889-90 ..	...	23,436	93,162	1,16,598	53,665
	Increase ...	...	...	...	...	...
	Decrease ...	...	76	1,770	1,846	1,359
Zamindari Board Schools ...	1890-91 ...	212	617	6,303	6,920	4,812
	1889-90 ...	172	409	5,583	5,992	4,155
	Increase ...	40	208	720	928	657
	Decrease ...	...	...	...	...	...

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Primary Schools. Number of schools and scholars.

93. There is an increase of 50 schools, but a decrease of 1,502 scholars. The decrease, it will be observed, is mainly in the Lower Primary stage. The new schools were mostly Zamíndárí Schools, increased efforts having been made in that direction during the year, especially in the Ráwalpindi Circle. The fall in the number of scholars extended to all but the Jullundur Circle, in which there was a considerable increase. As already stated, in speaking of the Primary Departments of Secondary Schools, the fall is attributed partly to the higher fee rates, but chiefly to the unusual prevalence of sickness, in different parts of the Province, at the time of the annual inspection. For instance, in the Gujránwála, Siálkot, and Gujrát Districts alone, where the sickness was most severe, there was a fall of nearly 1,300 scholars. The decrease in the number of agriculturists, which is out of proportion to the general fall, is probably the result, to some extent, of more accurate enumeration. The whole number of scholars in Primary Schools and the Primary Departments of Secondary Schools now amounts to 114,752. If the number attending the Indigenous and Elementary Schools that have been brought under the influence of the Department, and are regularly inspected and examined for grants-in-aid (see Chapter VIII), be added, we get a total of 130,198 boys receiving an elementary education under departmental influence, or 1,904 more than last year.

Expenditure.

94. The following statement gives the expenditure on Primary Schools for Native Boys for the last two years :—

		Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Other Sources.	To
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government and Board Schools.	1890-91 ...	4,499	2,70,896	35,004	39,273	1,954	3,51,626
	1889-90 ...	4,330	2,61,121	34,730	37,320	1,661	3,39,171
	Increase	169	9,775	274	1,944	293	12,455
	Decrease	...	...	...	...	...	...
Aided Schools ...	1890-91 ...	4,695	143	1,085	6,005	12,157	24,085
	1889-90 ..	5,166	180	1,261	5,429	13,077	25,113
	Increase	...	...	...	576	...	...
	Decrease	471	37	176	...	920	1,028
Unaided Schools ...	1890-91 ...	...	...	...	1,592	1,402	2,994
	1889-90 ...	...	...	...	584	1,452	2,036
	Increase	...	...	...	1,008	...	958
	Decrease	...	...	...	...	50	...
Total ...	1890-91 ...	9,194	2,71,039	36,089	46,870	15,513	3,78,705
	1889-90 ...	9,496	2,61,301	35,991	43,342	16,190	3,66,320
	Increase	...	9,738	98	3,528	...	12,385
	Decrease	302	...	...	...	677	...
Scholarships ...	1890-91 ..	...	305	65	...	...	370
	1889-90 ...	..	431	329	...	54	814
	Increase	...	...	...	...	...	...
	Decrease	...	126	264	...	54	444

There is a total increase of Rs. 12,385, or nearly 3·4 per cent. The increase is almost exclusively on the Government and Board Schools, the Aided and Unaided Schools showing a decrease and increase, respectively, which about balance each other. The rise of expenditure is due to the increased number of schools, the bulk of the excess naturally falling on District Funds, as most of the new schools were Village Schools, opened by the District

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Primary Schools.

Boards. The fall in expenditure on Aided Schools is accounted for by the transfer of one large school to Secondary Education, and by the abolition of another. Both of these were Aided Schools, which will also account for the decrease of expenditure from Provincial Revenues. Of the total expenditure on Primary Schools, namely, Rs. 3,78,705, about 72 per cent. is contributed from District Funds; about 9·5 per cent. from Municipal Funds; about 2·4 from Provincial Revenues; and the remainder from Fees and Other Sources. The charge against Provincial Revenues is about equally divided between the support of four Model Schools attached to the Normal Schools, and grants to Aided Schools. The Municipal expenditure is mainly on the branches of the larger Municipal Board Schools. The average annual cost per scholar in Primary Schools is now about Rs. 4-9-0, about five-sixths of which is met from Public Funds.

Fees.

95. The income from fees has risen during the year by Rs. 3,528, or about 8 per cent., which is especially satisfactory when taken in connection with the fall in attendance. The increase is due to the stricter application everywhere of the rules for the levy of fees, and to the raising of the rates in certain Districts. Special rates are still allowed on the frontier, and in backward Districts; but the rates in the Code are gradually being worked up to. It will be seen from the fourth column of the preceding table, that the advance in fees extended to all classes of schools. In Government and Board Schools, the income from fees naturally affects all the other columns; whereas, in Aided and Unaided Schools, it is, except where the fees cover half the expenditure, only the succeeding, or 'Other Sources' column, that is affected.

The levy of fees in Lower Primary Departments.

96. The Inspector of Schools, Lahore Circle, attributes the fall in attendance especially to the raised fee-rates, and considers that, in consequence, we are probably at the turning point towards numerical decline. His remarks are: "I do not entertain a doubt that the fees, though levied at comparatively low rates, are, in the case of scholars of slender means, really prohibitive. I have urged before this, on general grounds, the advisability of a free Lower Primary education. Now that signs of a decline of this kind of purely elementary and vernacular education are showing themselves, I can only say that it would materially aid the expansion of Primary Education, and prove a real boon to the rural population, if the non-agriculturists were exempted from the payment of fees in all the classes of the Lower Primary Department." The Inspector is most likely right in thinking that a free Lower Primary education would be acceptable to the people, and would result in an increased attendance. But if these fees were abolished, the means would not be available for the expansion of Primary Education, and Aided and Unaided Schools, which are largely dependent on fees, would cease to exist. So long as the Lower Primary fees average only 2 annas a month, it is difficult to see that this can be more than a temporary check to the advancement of education; it is not very much to require the non-agriculturists to pay towards the expense of the schools; and I should doubt the wisdom, on other than financial grounds, of anything like a backward movement in this matter at present.

Scholarships.

97. Scholarships, as a rule, are not paid in Primary Schools for boys. They are, however, still awarded, occasionally, with the sanction of Government, in backward Districts, and for particular classes. The small amount shown this year, namely, Rs. 370 only, is made up of such awards, and of the last relics of stipends formerly granted in an irregular manner, and which have now entirely disappeared.

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Primary Schools.
Examination results.

98. The following table gives the results of the Upper and Lower Primary Examinations, both as regards Primary Schools and the Primary Departments of Secondary Schools:—

		Number of candidates.*	Number passed.*	Percentage of passes on number of candidates.	Number of candidates who took up English only.	Number passed in English only.
Upper Primary Examination.						
Government and Board Schools...	1890-91 ...	8,117	5,920	72·9	690	602
	1889-90 ...	8,222	5,997	72·9	526	458
	Increase	...	...	...	164	144
	Decrease...	105	77	...	...	...
Aided Schools	1890-91 ...	917	693	75·6	223	199
	1889-90 ...	942	660	70·1	212	161
	Increase	...	33	5·5	11	38
	Decrease...	25	...	...	...	...
Unaided Schools	1890-91 ...	134	74	55·2	34	26
	1889-90 ...	56	31	55·4	8	7
	Increase	78	43	...	26	19
	Decrease...	...	...	·2	...	...
Total ...	1890-91 ...	9,168	6,687	72·9	947	827
	1889-90 ...	9,220	6,688	72·5	746	626
	Increase	...	...	·4	201	201
	Decrease...	52	1	...	...	...
Lower Primary Examination.						
Government and Board Schools	1890-91 ...	13,728	10,572	77·0	...	...
	1889-90 ...	13,826	10,362	74·9	...	...
	Increase	...	210	2·1	...	...
	Decrease...	98	...	...	...	...
Aided Schools	1890-91 ...	1,243	892	71·8	...	...
	1889-90 ...	1,297	936	72·2	...	...
	Increase	...	...	...	...	...
	Decrease...	54	44	·4	...	...
Unaided Schools	1890-91 ...	136	81	59·6	...	...
	1889-90 ...	93	47	50·5	...	...
	Increase	43	34	9·1	...	...
	Decrease...	...	...	...	...	...
Total ...	1890-91 ...	15,107	11,545	76·4	...	...
	1889-90 ...	15,216	11,345	74·6	...	...
	Increase	...	200	1·8	...	...
	Decrease...	109	...	...	...	...

* Exclusive of those who took up English only.

The results for the Upper Primary Examination were very much as in the previous year. In the ordinary examination, 6,687 out of 9,168 passed, or 72·9 per cent. In addition to those, 947 appeared by the Upper Primary standard in English only, and 827 passed, or 87 per cent. The Lower Primary results are a slight advance on those of last year, 76·4 of the candidates, against 74·6, having passed. These results may be regarded as evidence that the standard of instruction is well maintained. A doubt is expressed by one of the Inspectors as to whether the optional subjects receive the attention they deserve; but this is a matter which Inspecting Officers have a good deal in their own hands. The slight decrease in the numbers presented for both standards is accounted for by the exclusion of the figures for Zamíndárí Schools, which are this year, for the first time, returned separately.

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Primary Schools.

Zamíndárí Schools.

99. From the table at the beginning of this Section, it will be seen that there were, at the close of the year, 212 Zamíndárí Schools, with 6,920 scholars, being an increase of 40 schools and 928 scholars on the returns of the previous year. The increase in the scholars is scarcely proportionate to the increase in the number of schools; but these schools suffered from the unusual sickness, at the time of the inspection, equally with the ordinary Primary Schools. There is also an increase in the number of agriculturists attending these schools, which is now 4,812, or nearly 70 per cent. of the whole. The increase, in all these respects, must be regarded as encouraging, and as evidence that the experiment of Zamíndárí Schools continues to receive distinct attention. The advance for the year extended through all the Circles; but it is most marked in the Ráwalpindi and Delhi Circles, with 17 and 12 new schools, respectively.

Reorganization and progress.

100. The Zamíndárí Schools were reorganized during the year according to the new very simple Scheme of Studies prescribed for them. They were also examined by the standards, five in number, prescribed for the different classes. These standards include only the three Rs. in a very elementary form, the Arithmetic being according to native methods; and the results were decidedly satisfactory. Of 4,022 presented by all the standards, 2,961 passed, or nearly 74 per cent. There can be no doubt that it is some such elementary education that is required for the agricultural classes; but it is the simplicity and, therefore, suitableness, of the scheme which appears to make it unacceptable. It is the unanimous opinion of the Inspectors and Assistant Inspectors that the Zamíndárí Schools are not popular with the people. The reason seems to be, first, because the scheme does not prepare for anything beyond the hereditary vocation, and, second, because it does not fit on to any stage of the ordinary school course. Lálá Piyáre Lál says: "The unpopularity is, I think, due to the standards being inferior to those of ordinary Primary Schools. The Zamíndárs, who send their children to school, do so in the hope that, by passing the Departmental Examinations, they may become fit for employment under Government." There is, of course, this to be said against any system of education that is on an entirely dead level, that it does not leave room for even specially gifted ones to rise; and, on this account, I should have liked to see the highest Zamíndárí School course fit more exactly into one or other of the ordinary courses. But the whole matter is as yet in its experimental stage; and what is wanted is a fair trial, cautiously making such alterations as experience may suggest. I may observe, here, that it is found difficult to work the half-time system, and that it is proposed to introduce a series of three very elementary and very simple Agricultural Lesson Books, alongside of the ordinary Readers, into the Zamíndárí Schools. The bulk of the schools continue to use Urdú as the medium of instruction; and it is a curious fact that the Inspector of Schools, Ráwalpindi Circle, has found the utmost difficulty in getting students in the Zamíndárí class of the Normal School to read Pashtú, even where that is their mother tongue. The wish of the people, as a rule, is for Urdú Schools.

Conduct and discipline.

101. As in the case of the Secondary Schools, in the previous Section, the reports of the conduct and discipline are highly satisfactory. The appearance of the classes, at the time of the inspection, in cleanness, neatness, order, and brightness, continues to improve; and it is hence inferred that the teachers are coming to realise, more and more, their duty in these respects. Here and there, cases of copying during the examination have had to be taken notice of; but, as a rule, the teachers are more prompt to detect faults of this nature, which is, in itself, a circumstance hopeful for

Primary Education. As self-reliance increases, and the teachers become more observant, blemishes of this kind will gradually disappear.

102. Although there is a decrease in the number of scholars attending the ordinary Primary Schools, sufficiently accounted for, I believe, by unusual circumstances,—it may safely be said that, generally, there has been manifest progress during the year. The character of the instruction, and the results of the examinations, have improved, on the whole; the income from fees has risen; the Zamíndárí Schools have increased and prospered; the moral tone has improved; and more attention has been given to physical training. In most respects, the outlook is hopeful.

SECTION C—GENERAL QUESTIONS

General character of the instruction.

103. There is no doubt that the general character of the instruction imparted in the schools continues to improve; and it is the unanimous opinion of Inspecting Officers that this is owing to the greater ability and energy of the Certificated Teachers now produced by the Training Institutions of the Province. The supply is not yet equal to the demand; but gradually the old type of Master is disappearing; and the result is seen, as well in the organization and discipline, as in the teaching. The want of Certificated Masters is still felt in all the Circles; and it is especially so on the frontier. The opening of an extra Normal School, however, at Mooltan, and the more complete utilising of the Normal School stipends, will, it is believed, materially alter this within a short time.

Neglect of optional subjects.

104. Whilst the general efficiency of the teaching is admitted, it is also allowed that a widespread inclination to neglect the *optional* subjects is creeping into the schools. Formerly, the scholars had to pass in all the subjects of instruction. Now, these are divided, for all the standards, into compulsory and optional subjects, with the result that the latter do not receive anything like the attention formerly given to them. The following, which are by no means unimportant subjects, appear to be most neglected:—Common Things, or Object Lessons, and Geography in the Lower Primary classes; Persian and Mensuration in the Upper Primary classes; and Translation into Persian, and Science in the Middle classes. Efforts have been made to remedy this defect; but it still remains. Some complain of the system of option altogether; but it would be distinct retrogression, to retrace our steps, and go back to an inflexible, same for all, course again. It is well known, as Lálá Piyáre Lál points out, that the teachers generally take their cue from the mode of examining of the Inspectors. If they pass lightly over the optional subjects, so will the teachers; if they put emphasis upon these, as part of the school course, there will be little chance, I should say, of their being overlooked. Regarding Geography in the Lower Primary classes, the last Educational Conference discussed the problem, and new standards and readings have been adopted, which will make the subject easier and more interesting. The teaching of Science is still defective in many schools, because of the want both of fit teachers and the necessary apparatus; but these wants will gradually disappear. On the teaching of Science in the schools, Professor Oman has very kindly favoured me with some valuable notes, founded on his experience as an Examiner, which I have widely circulated, with the view of having the defects pointed out taken in hand and remedied.

Moral instruction.

105. It is now well understood throughout the Province, that the duty of a teacher is not merely to instruct in certain

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subjects of study, but also, and pre-eminently, to influence the manners and the character of the scholars; and efforts are made, in every way, to keep this before the schools. It is true that it will take a long time, with the present instruments, to teach by example as well as precept; but the emphasis now put upon the subject is of itself, in some degree, effectual. The class Readers are framed so as to inculcate simple moral lessons, leading to approval of what is manly and virtuous, and to a detestation of whatever is vicious. During the year, a special Moral Text-Book was introduced into the course of Anglo-Vernacular High Schools, which, it is believed, will exercise a wholesome influence on the minds of the scholars. As the Boarding House system matures,—and it is making steady advances, good may be expected in this way. The rubbing and contact on the play-ground in manly games, which are everywhere encouraged, is also a sure means, properly controlled, of moral culture. And from the careful attention which is being bestowed on this subject in the Training Institutions, I look to find, very shortly, a new spirit even in the Village Schools.

Physical education.

106. A good deal was done during the year for the promotion of physical training. More gymnastic teachers for the larger schools, and itinerant instructors for the smaller, were employed; gymnastic apparatus was supplied to many schools; play-grounds were provided; elementary drill was introduced more generally into the schools; simple physical exercises and native games were encouraged in the Primary Schools; and tournaments were held in the Delhi, Lahore, and Ráwalpindi Circles. During the year, too, rules for the encouragement and general extension of physical training were framed; Mr. Bell's Courses of Physical Training for the various classes of schools, and for Training Institutions, were introduced into the Scheme of Studies; and the standards of examination for Gymnastic Teachers' Certificates were added to the Code. Cricket is now a flourishing institution in nearly all the Anglo-Vernacular Schools. The extracts given below from the Inspectors' reports will show what is being done for physical education in each Circle.

In the Delhi Circle.

Delhi Circle.—"Though an effort is made in each District towards improvement in physical training, much yet remains to be done everywhere. Many schools have no suitable play-grounds, and there is no provision for gymnastic instruction to these, except in parts of the Umballa, Gurgáon, Hissár, and Rohtak Districts, the Delhi and Karnál Districts being, in this respect, the most backward. Native games, such as kabaddi, &c., are introduced in Primary Schools where the teachers are energetic enough to take interest in them; but much depends on the attitude of the District Officers, and the sufficiency of funds. Still a very great impulse has been given, throughout the Circle, to athletic and gymnastic exercises, by the establishment of the Delhi Athletic Association, to which every District has liberally subscribed, and towards which boys of most of the Middle Schools look forward most keenly in the interests of their own school, and the honour of their District.

"The tournament in Delhi, held on the last three days of the year 1890, was a great success, and attracted a large number of boys to watch the competitors. Many of the events were very keenly contested, and their results showed steady practice. A notable feature in the tournament is an inter-professional trial between the gymnastic instructors of the several Districts, which will have the effect of keeping them up to the mark, as they are inclined to fall off, if not constantly matched against each other. The Bhiwáni and Umballa Gymnastic Instructors won the first and second prizes, respectively, in this trial. The Challenge Shield was retaken by the Gurgáon team, who lost it last year to Rohtak; but a Rohtak boy, quite a young one, gained the Champion Prize for winning the most events. The native gentlemen of Delhi subscribed liberally towards the tournament, and the greatest enthusiasm was exhibited throughout the three days that it lasted."

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General Questions.

Jullundur Circle.—"Very satisfactory progress has been made during the year in physical instruction. Itinerant teachers of gymnastics and inspectors of physical training, wanting in Ferozepore and Kángra, have been supplied; and there is not now in the Circle a single District where these instructors are not constantly moving about, giving directions, and preparing monitors to superintend the exercises in their absence. In the Hoshiárpur District, simple gymnastic apparatus has been supplied to almost all the Primary Schools by the inhabitants of the villages in which the schools are located. In other Districts, the apparatus has been supplied to some of the important Primary Schools by the Boards. Elementary drill has been introduced in many schools; but the requisite dexterity in the movements has not yet been attained. The performances, however, on the horizontal and parallel bars are satisfactory, on the whole. The teachers, who formerly grudged the time given to physical instruction, have now come to appreciate its advantages, and they and their pupils join the sports very gladly. Cricket, which is an expensive game, is played in schools in large towns, where arrangements have also been made for lawn-tennis. The Ludhiána District, where physical instruction was first introduced, continues to take the lead in the matter, and has supplied gymnastic instructors to many Schools and Districts in the Province. Prizes for success in native games and gymnastics were given in some of the schools by private liberality."

In the Jullundur Circle.

Lahore Circle.—"'*Mens sana in corpore sano*' has been our motto with regard to all schools influenced directly or indirectly by the Department. The earliest efforts in encouraging physical education in the Punjab Schools for boys, was in connection with fostering native games. Given time and a play-ground, the boys, especially the little ones, are as keen to enjoy healthy exercise as those in England. In addition to this we have introduced in many Primary and in all Secondary Board Schools, a certain amount of school drill and simple gymnastic exercises. It seems, however, that teachers are satisfied with producing, at the inspection time, a number of show boys, who, perhaps, do not deserve to be considered as representatives of their schools except in a restricted sense. What is wanted, is that every able-bodied and healthy boy should undergo systematic drilling and gymnastic lessons, so as to counteract the evil influence of excessive sedentary life. This class instruction can, of course, be carried out only under duly qualified teachers. Such instructors have been appointed in all Districts of the Circle except Montgomery. It is their duty to itinerate from one important school to another, to give systematic lessons to the boys generally, and to instruct specially the apter pupils, so that these may be able to carry on the ordinary lessons in the absence of the gymnastic instructor. Many of the larger Board Schools, like Amritsar, Lahore, Mooltan, and Jhang, have, gymnastic teachers of their own.

In the Lahore Circle.

Cricket has, of course, not been neglected in the Circle. Everywhere, where a cricket field is attached for the use of Secondary Schools, this game is vigorously pursued; and there are only a few schools, of the Middle or High grade, where this game is not encouraged. All the best representative teams assemble once a year in an appropriate and central place to compete for the belt founded in the name of Mr. Alexander, formerly Inspector of Schools of this Circle. So eager are the boys to carry off the trophy at the annual competitions that ill-feeling and jealousy sometimes ensue. This shows that one of the great moral lessons that can be taught by cricket has not yet been learned, namely, to be able to bear defeat, and to display a kindliness of disposition towards the winning team."

Ráwalpindí Circle.—"Physical training is receiving every attention all throughout the Circle. Gymnastic apparatus are supplied to almost all the Secondary Schools and to many of the Primary Schools in a good many of the Districts. Many of the larger of the Anglo-Vernacular Schools have their own gymnastic instructors; and in the Gujrát, Siálkot, Gujránwála and Shahpur Districts, gymnastic instructors are sent round to give instruction in those schools that are supplied with apparatus. Drill is also taught in almost all the schools more or less extensively, according as the schools are large, and have the services of trained drill instructors; or are small, and have only the amateur services of teachers who have picked up a little drill from somewhere or other. Since drill, however, is taught in the Normal School, all the teachers proceeding thence will be available for giving instruction in this art wherever they are employed. Cricket is also extensively played all over the Circle.

In the Ráwalpindí Circle.

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General Questions.

"A few remarks may here find a place on the Circle sports tournament for Native school boys, which was commenced in 1887, and is held annually. The tournament takes place at the head-quarters of a different District every year, so that the young boys in the small schools close to head-quarters in each District, who are not able either physically or financially to attend the tournament at a distance, may have an opportunity of seeing what is going on. The District and Municipal Boards, in whose jurisdiction the tournament takes place, kindly combine and undertake all the expense and trouble involved in the preparation and decorations of the play-grounds, the arrangements for lodging all outside competitors, the superintendence of all the sports and also the distribution, during the whole week in which the sports last, of tea, sweetmeats, and fruit to all competitors. The expenditure incurred by the Local Boards in acting as hosts at this Circle entertainment is between Rs. 300 and Rs. 400. This expense will come round on each District about once in seven years, if the same hospitable feeling continues which has been displayed up to the present. The Tournament Fund is composed of fixed annual subscriptions from almost all the local bodies in the Circle, amounting to nearly Rs. 400; of private subscriptions collected through the Educational staff all over the Circle, amounting to Rs. 200; and fees from cricket teams that compete at the tournament, about Rs. 150; or a total income of almost Rs. 750, per annum. This amount is distributed on the prizes given at the tournament, on the Railway expenses of the cricket teams, and on contingent expenses on printed circulars, &c. The chief feature of the tournament is the competition at cricket, at which, in the last two meetings, 24 cricket teams met from all parts of the Circle, including Peshâwar, Kohât and Hazâra. But in addition to the cricket tournament, competition is also held in all the usual events of every sports tournament, such as short race, mile race, jumping of every description, throwing the cricket ball and the iron weight, and feats on the different gymnastic apparatus, and so on.

In the Derajât Circle.

Derajât Circle.—"Increased attention, during the year, has been paid to physical training. All the Secondary Schools and many of the Primary Schools in the Circle have been supplied with gymnastic apparatus. Playgrounds are largely provided; elementary drill is taught where trained teachers have been appointed; and native games such as kabaddí, doda, &c., are eagerly pursued. In the Muzaffargarh District, the appointment of an itinerant gymnastic instructor has been lately sanctioned. Cricket continues to flourish in Anglo-Vernacular Schools, and is played with great zeal, especially by the boys of the Muzaffargarh and Dera Ghâzi Khân Municipal Board Schools."

School buildings and appliances.

107. The past year has been one of considerable activity in respect of attention to the outward wants of the schools. A number of new school-houses have been provided, and others have been enlarged; but the chief result has been in the supply of furniture, such as maps, black-boards, matting, &c., and of apparatus for the teaching of Physical Science. Many Primary Schools are yet without buildings of their own, having for years occupied the village chaupáls; but this matter is receiving more attention. There seems to me to be little doubt that a good building goes a long way to popularise a school, and that so long as it has no building of its own, it is unlikely to gain a strong footing. Whilst occupying a chaupál, it is usually regarded by the villagers as a public nuisance. If every District that is backward in this way, were to provide for two or three new buildings every year, this drawback, and obstacle to the advance of elementary education, would soon disappear. The Vernacular Middle Schools still stand in need of apparatus for Physical Science to a considerable extent, as well as of gymnastic appliances. The wants of the schools in all these respects are brought to the notice of the District authorities every year immediately after the annual inspection. As already said in the first Section of this Chapter, a number of Boarding Houses were also supplied during the year. The amount spent on buildings, during the year, was Rs. 98,122; on furniture and appliances, Rs. 20,461; total Rs. 1,18,583, against Rs. 1,01,000 in the previous year.

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General Questions.
School libraries.

108. It is laid down in the Code that all Board Schools, Vernacular and Anglo-Vernacular, must be supplied with certain necessary books; and the Text-Book Committee now and again recommends the addition of other books, which appear to be suitable either to the teachers or scholars. Thus, the beginnings of small libraries are supposed to be formed; and this has been done in special centres. But there is a general complaint, where the teacher happens to be of an enquiring disposition, of the lack of books to read so as to keep up his knowledge. Mr. Thompson, speaking of school appliances, states that the chief want of the schools, in his Circle, is small and suitable libraries for the Vernacular, and many of the Anglo Vernacular Schools, where, at present, there are no books of reference beyond a Dictionary. And Dr. Stulpnagel discusses the matter, at some length, in connection with the liability of teachers, from the want of reading, deteriorating. He says: "The majority of our teachers have no means, and little inclination, for self-improvement. The text-books, once used by them in School or College, are sooner or later laid aside, without any attempt to replace them by books which enlarge their general views, or their knowledge of specific subjects. Circulating libraries in large Board Schools, and in Districts, might do something towards affording the teachers an opportunity of keeping up their reading, or a Periodical written by teachers for teachers." There can be no doubt that the subject is important; but beyond seeing that proper libraries are kept up, and encouraging the teachers to make use of these, the Primary School teachers indenting on the Middle Schools, little would seem to be practicable. The truth, however, is that it is the barrenness of Vernacular literature that makes the difficulty. For English teachers, who are more in touch with the centres of intellectual activity, the case should be easy enough.

Prizes and rewards.

109. There can be little doubt about the utility of prizes in stimulating effort. This is especially the case in the early stages of an educational system, where diligence has actually to be created. It is, consequently, satisfactory to find that private liberality here comes in to supply the needful. In Appendix H. will be found a list of prizes and medals awarded by private liberality on the results of the Middle School and Entrance Examinations. For the Middle School Examination, 114 prizes of the aggregate value of Rs. 582 were awarded last year, and for the Entrance Examination, 19 prizes, of the value of Rs. 142. About one-half of the Districts only contributed; and with some pains on the part of the District Inspectors, there can be no doubt but that the practice would become general. It is doubtful, however, whether the scheme, as at present arranged, is as useful as it might be. The Third Middle and Entrance Classes have already the stimulus of the certificates and scholarships offered to those who distinguished themselves in the University examinations; and it is the classes which lack such a stimulus that want to be specially encouraged. There is no reason why a few prizes should not continue to be offered from each District in these examinations; but a fund might also be formed, from which, at the Inspector's examination, the best boy in each school, or in each class, might be rewarded. The effect, I feel sure, would be considerable. The arrangement would not be difficult; it could be worked by tahsíls; and the point to be prominently kept in view is the timely announcement of the prize or prizes, that general diligence and perseverance might be called forth. The educational value of a prize is not in the gratification it gives when awarded, but in the energy and diligence it excites when offered. It would be something also to find private liberality exercised towards individual schools, which might soon grow into active interest in those.

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General Questions.

The effect of an organized prize system.

110. The Inspector of the Lahore Circle refers to the effect of an organized system of giving prizes in the Mooltan District; and there is this to be said, that the District referred to, which a few years ago was one of the most backward educationally in the Province, is now one of the most promising, the head-quarters Municipal Board School being of the very first rank. He remarks: "I must first bring to your notice the fact that Colonel Hutchinson first introduced a system of prizes in the Mooltan District, when he was Deputy Commissioner of Mooltan. All the schools in the District were provided with suitable prizes, which were awarded to boys who had, in any way, distinguished themselves. The effect of this liberality on the part of the District and Municipal authorities was excellent, so much so that the present Deputy Commissioner of Mooltan has wisely continued the practice." And the Inspector goes on to express the wish that this example were more generally followed. There is nothing to prevent Deputy Commissioners and Local Bodies from giving prizes in a systematic way, and there is much to be said in its favour, as witness the excellent result in the case referred to. But it is also a good thing, and it is decidedly the policy of Government, to encourage private liberality in this direction.

Educational institutions in Native States.

111. The following table gives a summary of the educational statistics supplied by Native States, which are still incomplete, in some respects :—

	Patiála.	Baháwalpur.	Jínd.	Kapúrthala.	Nábha.	Faridkot.	Máler Kotla.
Arts Colleges	1	1	...	...	...	...	...
Secondary Public Schools. Anglo-Vernacular.	11	6	3	3	2	...	1
Secondary Public Schools. Vernacular	3	1	1	2	...	1	...
Primary Public Schools... ...	75	34	9	29	3	1	1
Special Schools	1	8	4	...	...	...	...
Scholars in Arts Colleges ...	28	97	...	..	...	...	...
Scholars in Secondary Public Schools. Anglo-Vernacular.	1,437	546	329	727	221	...	180
Scholars in Secondary Public Schools. Vernacular	457	51	65	133	...	5	...
Scholars in Primary Public Schools	3,529	932	208	902	120	95	21
Scholars in Special Schools ...	5	119	175	...	...	...	...
Indigenous Schools. Advanced	33	33	...	...	8	2	2
Indigenous Schools. Elementary	96	452	7	164	3	...	3
Indigenous Scholars. Advanced	282	276	...	..	269	100	177
Indigenous Scholars. Elementary	1,347	3,621	82	1,795	85	...	46
Scholars in all Schools	7,085	5,642	859	3,557	695	200	424
Scholars learning English ...	1,005	308	84	453	166	...	54
Number of boys on the rolls ...	6,614	4,947	859	3,535	695	200	424
Number of girls on the rolls ...	471	695	...	22	...	...	...
Total male population ...	806,984	314,395	136,909	138,638	145,155	53,848	38,550
Males per scholar in Public Schools.	148	180	176	79	426	538	192
Males per scholar in all Schools	114	56	159	39	209	269	91

There are, as previously, two Arts Colleges, one at Patiála, and the other at Baháwalpur, with 28 and 97 students, respectively. Both include students on the Oriental side.

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The number of Secondary Schools has risen from 31 to 34, the new institutions belonging to Patiála and Máler Kotla the statistics of the latter not having been supplied last year. Of these schools, 26 are Anglo-Vernacular and only 8 Vernacular, showing that the desire for English education is strong. In British territory the proportion is 122: 126. The number of scholars in Secondary Schools is 4,151,—3,440 being on the Anglo-Vernacular, and 711 on the Vernacular side.

The number of Primary Schools is 152 against 171 in the previous year. The number of pupils is 5,807, being only slightly less than last year. Besides these, 13 special schools are returned, without any details as to their character. They have altogether 299 scholars. Of Indigenous Schools, 803 are returned, with 8,080 scholars.

Altogether 201 public institutions are returned, with 10,382 scholars. Including the private schools, there are 1,004 institutions, with 18,462 scholars, of whom 1,188 are girls.

Examination results for the institutions in Native States.

112. The statement given below shows the results of the University Examinations for the Colleges and Schools in Native States :—

		Patiála.	Bahawalpur.	Jind.	Kapúrthala.	Nábha.	Jammú.	Chamba.	Máler Kotla.	Náhan.	Total.
Intermediate Arts Faculty ..	Candidates	4	7	...	...	...	...	...	..	...	11
	Passes ...	3	3	...	...	...	...	...	...	...	6
Entrance, Calcutta	Candidates	1	...	...	3	...	...	...	...	...	4
	Passes ...	1	...	...	...	...	...	...	...	...	1
Entrance, Punjab Arts Faculty.	Candidates	11	14	...	13	5	7	...	...	...	50
	Passes ...	0	7	...	5	3	...	...	..	..	21
Entrance, Punjab Oriental Faculty.	Candidates	3	4	...	...	...	...	...	...	...	7
	Passes	1	1	...	...	...	...	...	...	...	2
Anglo-Vernacular Middle School Examination.	Candidates	36	39	5	42	10	18	4	1	8	163
	Passes ...	26	24	2	27	8	13	3	1	...	104
Vernacular Middle School Examination.	Candidates	4	2	1	37	...	...	...	...	...	44
	Passes ...	1	1	...	24	...	...	...	...	...	26

The Intermediate results give 6 passes out of 11 candidates,—3 from each College. In the Punjab Entrance Examination, 21 passed out of 50, on the Arts side, and 2 out of 7, on the Oriental side. For the Middle School Examination, 207 appeared, and 130 passed,—104 on the Anglo-Vernacular, and 26 on the Vernacular side. The percentages of success are generally satisfactory.

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Training Institutions for Masters.

CHAPTER V

SCHOOL EDUCATION—SPECIAL.

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Institutions included under Special Education.

Under the head of Schools for Special Education are included—(1), Training Institutions for Teachers; and (2), all other institutions for Professional, Technical, and Industrial Education.

SECTION A.—TRAINING INSTITUTIONS FOR TEACHERS.

I.—THE CENTRAL TRAINING COLLEGE.

Central Training College, Lahore.

113. The Principal's report on the Central Training College, at Lahore, is given as Appendix I. This institution is for the purpose of affording a training in the principles and practice of teaching to men desirous of employment in Secondary Schools, or as teachers of English in Primary Departments. It comprises three classes: a Senior English Class, training teachers for Anglo-Vernacular Secondary Schools; a Junior English Class, training for Anglo-Vernacular Primary Schools; and a Senior Vernacular Class, for Vernacular Secondary Schools, and Vernacular work in Anglo-Vernacular Middle Schools. [The Junior Vernacular Classes, which prepare teachers for Primary Schools, are taught in the Normal Schools of the Province.] The College remained in charge of Mr. F. Haden Cope throughout the year.

Composition of the classes.

114. The number of students on the roll at the close of the year was 75, against 77 in the previous year,—18 in the Senior English Class, 26 in the Junior, and 31 in the Vernacular Class. Of the total, 15 are teachers sent in for training. The Senior English Class is made up of 2 B. As., one who failed in the B. A. Examination, 9 Intermediate passed men, 4 who had failed in that examination, and 2 teachers. The hope is that this class will be ultimately composed of graduates only; but, at present, these are a comparatively rare commodity in the Punjab. Meanwhile, the best men available are secured, Intermediate attainments being indispensable; and the Principal says that the class is improving in calibre. For the Junior English Class, Entrance attainments are required; and the present class is composed of 6 teachers and 20 others, all of whom have passed the Entrance Examination. The Vernacular Class has 7 teachers and 24 ordinary students. With the decline of Vernacular High School education, the number of Entrance passed men in this class has steadily decreased; and it is now composed, with one exception, of passed Normal School men only. The Principal exercises great care in the selection of men likely to turn out observant and energetic teachers. He complains of some delay in the formation of the classes; but measures have been adopted which will render possible greater punctuality in the future.

Chap. V, A, 115.

Training Institutions for Masters.

Examination results.

115. For the Senior Anglo-Vernacular Certificate, 20 candidates appeared from the Senior English Class, and 15 passed,—3 in the First Division, against 10 out of 20 in the previous year, which is a very good result, and creditable to the staff. One of the failures was in English by one mark only, which was appealed to me. I could, of course, do nothing. It was manifestly a case for the Examiner to have settled. It is satisfactory to find no failure recorded in the Practice of Teaching. Besides those from the Central Training College, 8 out of 18 private candidates passed the Senior Anglo-Vernacular Certificate Examination.

From the Junior English Class, 21 candidates appeared for the Junior Anglo-Vernacular Certificate, and 19 passed,—8 in the First Division. This result speaks well for the excellence of the teaching, there being again no failures in the Practice of Teaching. Of 8 private candidates not belonging to the College, all failed.

For the Senior Vernacular Certificate, 32 candidates appeared from the Vernacular Class, and only 15 passed,—3 in the First Division. This is a poor result, the failures being chiefly in Urdú, Science, and School Management. Only 2 failed in the Practice of Teaching, showing that this very important matter is well in hand throughout the institution. Twenty-one private candidates also appeared in this examination, of whom 9 passed.

Two important matters.

116. Mr. Cope refers to a case in which a stipendiary student of the Senior English Class made a convenience of the College for the study of Law. As this is a professional institution, it ought to be clearly understood by the students that the giving up of time to the studies of another profession is not permitted. Mr. Cope also refers to the unhealthy season at which the Certificate Examinations are held, namely, the end of July. It is true that, for many reasons, the time is inconvenient; but, until we can arrange for Examiners other than Inspecting Officers, it will be impossible to alter this. A session similar to that of the Arts Colleges, with the examinations in April, is very desirable; but so long as the services of Inspectors are required, July is the best time. I purpose, however, looking into the question, especially in connection with the difficulty of recruiting for the Normal Schools according to the present arrangement.

Conduct of the students.

117. The general conduct of the students is very favourably reported on. Two flagrant breaches of discipline, however, occurred during the year, one of which had to be followed by expulsion. The offender in each case was a rather untamed youth from the frontier. But these were striking exceptions, the conduct and demeanour on the whole having been excellent. The Principal remarks on this point: "I believe there is a good tone in the College, and that the men are proud of the institution to which they belong. I find them quiet, respectful, and amenable to discipline."

Physical training.

118. Physical training receives due attention, not merely in respect of the physical benefit to the students, but with the view of their gaining certificates qualifying them to teach the subject in the schools to which they may be appointed. Courses for different grades of certificates have been drawn up, with rules for instruction in physical exercises, and for the encouragement of games and athletics, throughout the Province, which are incorporated in the new edition (just issued) of the Code. There is a want of a gymnasium in connection with the Training College; but it is in contemplation to supply one almost immediately, with all the necessary appliances, for the Government College and the Training College jointly.

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Training Institutions for Masters.

Boarding House.

119. The Boarding House has 66 residents. During the year adequate furniture was provided; and the arrangements for the comfort and well-being of the inmates may now be said to be entirely satisfactory. A Reading Room has been provided, in which also the Debating Club meets once a week. The house has a large, well-shaded, garden attached to it, which is a great boon to the students. Since last year, the Principal has been provided with a house near the College and Boarding House, enabling him to personally supervise everything, and so to exercise a constant wholesome influence over the students. I anticipate much good from this arrangement.

Central Model School.

120. The results in the examinations in the Practice of Teaching have already shown with what success the Central Model School is used as a Practising School. The arrangements adopted by the Principal, and explained in his report, for criticism lessons, for teaching in the Model School, and for observing the Masters teach, are highly satisfactory. The proposition, referred to in last report, of amalgamating the Central Model School with the Municipal Board School, has been steadily kept in view; the arrangements are now all but complete; and it is expected that the amalgamation will be effected about the beginning of October next. When this has been done, especially if a trained European Master be placed over the Model School, there will be little further wanted to make the entire Training College arrangements absolutely complete.

II.—NORMAL SCHOOLS.

General statistics.

121. The following table gives the number of Normal Schools, the number of students at the end of the year, the expenditure, and the results of the Certificate Examinations:—

NORMAL SCHOOLS FOR MASTERS.

			Government.			
			1890-91.	1889-90.	Increase.	Decrease.
Number of Schools			4	4	...	...
Number and Distribution of Students at the close of the year.	Government stipendiaries ...		267	239	28	...
	Total ...		267	239	28	...
	In Ordinary Class	Teachers	119	118	1	...
		Others ..	87	63	24	...
	In Zamíndárí Class reading	Urdú ...	8	...	8	...
		Hindí ..	17	16	1	...
		Panjábí...	28	30	...	2
		Pashtú ...	8	12	...	4
Expenditure.			Rs.	Rs.	Rs.	Rs.
On Establishments and Contingencies.	From Provincial Revenues		15,851	14,183	1,668	...
	Total ...		15,851	14,183	1,668	...
On stipends.	From Provincial Revenues.		16,101	14,825	1,276	...
	From District Funds ...		36	59	...	23
	Total ...		16,137	14,884	1,253	...
Grand Total ...			31,988	29,067	2,921	...
Results of Examinations—Junior Vernacular Examination.			112	108	4	...
Zamíndár Teachership Examination			46	...	46	...

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Training Institutions for Masters. Number of schools and students.

122. The number of Normal Schools remains as last year, namely, 4—at Delhi, Jullundur, Lahore, and Ráwalpindí. A fifth Normal School at Mooltan has been sanctioned, to meet the requirements of the Deraját Circle, which, it is hoped, will be opened in October, that is, at the beginning of the next session. The number of students has increased from 239 to 267, or by 28, which is satisfactory. The increase is mostly in other than teacher-students. The teacher-students are, as a rule, young men employed on probation after passing the Middle School Examination, in the absence of Certificated Masters, and who are now sent in to fully qualify themselves. There is also a slight increase in the Zamíndárí Classes, although there appears, at present, to be a decided disinclination on the part of the students to commit themselves to this new, and still uncertain, line of life. The distribution of the students over the different Schools is as follows:—

Delhi Normal School	...	...	...	..	74
Jullundur „ „	...	...	...	...	65
Lahore „ „	...	...	...	...	66
Ráwalpindi „ „	...	...	...	...	62
			Total		267

Stipends.

123. As has been already stated, the purpose of the Normal Schools is to train teachers for the Primary Schools of the Province. For this end, 300 stipends, ordinarily of the value of Rs. 6 per mensem, are provided, and made tenable during the course of training,—75 in each of the Normal Schools. So long as there is a dearth of efficient teachers, which is still everywhere felt as one of the chief obstacles to the advance of education, it is highly desirable that the most should be made of the stipends every year; and it is much to be regretted that there are still as many as 33 not taken up. A few of them are owing to lapses during the session, which will always have to be looked for; but the deficiency is, in some measure, owing to a want of vigilant recruitment. In some Districts, where education is still backward, men who have passed the Middle School Examination, which is a necessary qualification, are not always available; but, in such cases, the Inspectors and Head Masters have the power to select from other quarters, and to allot the vacant stipends. As the Middle School Examination is held in January, and the Normal School session does not begin till the 1st of October, the long interval is, no doubt, one of the reasons why the full complement of stipendiaries is with difficulty found; but I am convinced that more might be done in this regard. It will be observed that the Delhi Normal School, to its credit, has only one stipendiary short of the number required; although the Delhi Circle is nothing like so forward in Middle School education as either Jullundur or Lahore.

Expenditure.

124. The expenditure under both heads of Establishment and Stipends has increased since last year from Rs. 29,067 to 31,988. The rise under the former head is owing to an increase of teachers to the Delhi School, and to the maintenance of the complete staff throughout the year at Jullundur and Lahore, which had not been the case in the previous year. The increase under Stipends is partly owing to the greater number of stipendiaries, and partly to the longer period of tenure of the stipends, owing to a more punctual admission to the Schools.

Certificate examinations.

125. For the Junior Vernacular Certificate, 186 candidates appeared from the Normal Schools, of whom 112 passed, against 108 out of 232 in the previous year. Of the passes, the Delhi School contributed 23 out of 41 candidates, with 6 in the First

Chapter V, A, 126. Training Institutions for Masters.

Division; the Jullundur School, 28 out of 45, with 3 in the First Division; the Lahore School, 44 out of 58, with also 3 in the First Division; and the Ráwalpindí School, only 17 out of 42, with 1 in the First Division. The general percentage of passes is about 60, which may be taken as satisfactory. The best result was that for the Lahore School, with 76 per cent.; the worst was that for Ráwalpindí, with only 40 per cent. Besides those from the Normal School, 75 private candidates appeared in the Junior Vernacular Certificate Examination, of whom 38 passed, with 1 in the First Division.

The examination for Zamíndárí Certificates was held for the first time during the year under report; and of 58 candidates, 46 passed, or about 79 per cent. The passes were contributed by the various schools, as follows:—From Delhi 12, with 4 in the First Division; from Jullundur 11, from Lahore 15, with 1 in the First Division; and from Ráwalpindí 8, with 3 in the First Division. It will be observed that, in both examinations, the Delhi School secured the greatest number of First Division places.

General condition of the Normal Schools.

126. The Delhi, Jullundur, and Ráwalpindí Normal Schools are under the management of the Inspectors of Schools of the respective Circles, while the Lahore Normal School is under the Principal of the Training College; and these officers report very favourably of them. The general organization is highly satisfactory; the Model Schools attached, and the use made of them, are mostly as they should be; the gymnastics and drill receive due attention; the tone and discipline are good; the Boarding Houses are comfortable and well looked after; and the general outlook is hopeful. The Jullundur and Ráwalpindí Schools are accommodated in excellent buildings provided for the purpose. The Lahore Normal School will shortly find quarters in the Central Training College building, when the Model School classes have been amalgamated with those of the Municipal Board School. There will then remain only the Delhi School with scarcely suitable accommodation.

Employment of the students.

127. As soon as they have gained their certificates, the students find a ready employment. Indeed, the supply is not yet anything like equal to the demand, and all over the Province uncertificated men have constantly to be taken on provisionally. To increase the supply, in some degree, sanction has been accorded to the raising of the number of stipends, after the present session, from 300 to 316.

Inspection by the Principal of the Training College

128. The Normal Schools are now inspected by the Principal of the Training College twice a year, and are, in this way, made to work together, and on identical lines. Much benefit is also derived from extending the views of a specialist to all the schools; and I am much indebted to Mr. Cope for the fullness of his inspections, and the valuable suggestions contained in his reports.

III.—TRAINING OF FEMALE TEACHERS.

The supply of Female Teachers

129. It was explained in last year's report, that the Normal Schools for Female Teachers formerly returned were no Normal Schools at all, but only Primary Schools, with adult pupils,—many of them old women. The arrangement at present existing for the supply of trained female teachers for the Province is by means of Normal Classes in connection with the ordinary Primary and Secondary Schools. The impossibility of getting girls to leave their homes for a special Normal School at a distance has led to the present system; and it is being attended with some considerable

success. The organization of Normal Classes is encouraged, and scholarships are offered to girls who may be willing to attend such classes recognised as efficient, and to prepare for the Certificate Examinations. Chapter V, A, 130. Training Institutions for Masters.

130. During the past year, the only regularly constituted Normal Class was in connection with the Victoria School at Lahore. There were 4 students, who appeared in the recent Senior Certificate Examination, of whom one passed, earning a *First Grade* Certificate. The others also, by having passed the Middle Standard Examination, and undergone a course of training for one year, although they failed in the examination, are entitled by the regulations to a *Second Grade* Senior Certificate. The Victoria School, which is under the immediate supervision of the Inspectress of Schools, is the chief institution which prepares for the Certificate Examinations; but the Municipal Board Schools at Amritsar and Gujránwála occasionally do the same. During the current year, classes have also been formed in the Christian Girls' School, under Mrs. Grime, at Amritsar, and in the Lady Henry Lawrence Schools, under Miss Wauton. The Managers of the Schools are responsible for the special instruction of the stipendiary students; and the Practice of Teaching is got by aiding, after the manner of Pupil Teachers, in the instruction of the junior classes of the School, during a certain period every day. Normal Classes and the instruction of the students.

SECTION B.—INSTITUTIONS FOR TECHNICAL INSTRUCTION.

I.—THE MEDICAL SCHOOL.

131. The Lahore Medical School is attached to the Medical College, and is under the same management. The report of the Principal on both institutions is printed as Appendix G; and the remarks of the Inspector-General of Civil Hospitals given in Chapter III., para. 74, under the head of the Medical College, apply to the School also. Lahore Medical School.

II.—THE VETERINARY SCHOOL.

132. The report of the Principal of the Veterinary School at Lahore is printed as Appendix J. The Veterinary School, Lahore.

133. The number of students is returned as 83, against 90 last year,—45 in the First Class, and 38 in the Second. The Principal considers even the present numbers too large for both the premises and the staff, and suggests either a limitation of the former, or an extension of both the latter. A decrease of Rs. 4,530 in the expenditure is accounted for by the difference between the pay of the present and former Principal. The number of scholarship-holders has decreased from 41 to 39, leaving 44 of the present students as non-stipendiaries. This speaks well for the usefulness of the institution. The result of the Final Examination was very satisfactory, 37 out of 44 having passed, or 84 per cent.

134. The Principal refers to two important matters,—the difficulty, in present circumstances, of ensuring anything like permanence in the Principal, and the difficulty of getting a Board of Examiners for the Final Examination. He considers that the standard of the Entrance Examination should be made to include some knowledge of English, and repeats his suggestion of last year, that the course of training should be extended to three years. Principal's suggestions.

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Institutions for Technical Instruction.

The Law School, Lahore.

III.—THE LAW SCHOOL.

135. The following table gives the statistics of the Law School, in connection with the Punjab University, for the last two years :—

	1890-91.	1889-90.
Number of Students	65	54
Expenditure.	Rs.	Rs.
Fees	2,919	2,229
Other sources	4,262	4,227
Total	7,181	6,456
RESULTS OF EXAMINATIONS.		
Preliminary Examination .. .. { Candidates ...	13	10
{ Passes ...	9	8
First Certificate „ .. .. { Candidates ...	13	19
{ Passes ...	6	10
Licentiate in Law „ ... ... { Candidates ..	13	5
{ Passes ...	7	2

136. The number of students has increased since last year from 54 to 65; and there is a corresponding rise in the return of fees. The expenditure stands much as it was in the previous year. The examination results, when it is remembered how high the standard is—50 per cent. having to be got in each paper—are quite satisfactory. The granting of power to the University to confer Law Degress will, no doubt, react on the Law School, making it not only more important, but exacting more of it. During the year, a grant of Rs. 200 a month was sanctioned in aid of the Law School.

IV.—THE MAYO SCHOOL OF ART.

Report of the Principal.

137. The Officiating Principal's report on the Mayo School of Industrial Art, at Lahore, will be found as Appendix K.

The number and distribution of the students.

138. The report is an interesting record of varied and successful work. At the close of the year, there were 117 students on the roll, compared with 98 in the previous year, distributed thus :—

Engineering Class	15
Class for Architectural and Constructive Drawing, with Carpentry and Wood-carving ...	4
Class for Decorative Design, &c.	41
Class for Modelling and Moulding	7
Total ...	117

The Engineering Class prepares for the First Examination in Engineering of the Punjab University. In all the other classes, besides the special study of each, Free-hand Drawing, Linear Perspective, and Practical Geometry are obligatory subjects. In the Carpentry Class, 38 of the students are at the advanced stage of instruction; in the class for Decorative Design, 28; and in the Modelling Class, all the students, with one fit for the post of Modeller in an Industrial School.

Expenditure and stipends.

139. The total expenditure for the year amounted to Rs. 15,104, or Rs. 3,220 less than last year, mainly owing to the absence on leave of the Principal. Of the total expenditure, Rs. 2,613, were spent on scholarships, of which there were alto-

gether 51—3] paid from Provincial Revenues, and the remainder from Municipal and District Funds, and the "John Lawrence," endowment. Sixty-six of the students were non-stipendiaries.

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Institutions for Technical Instruction.

140. The results of the year's work may be described as very satisfactory. Besides the ordinary school work, a good deal of special designing and decoration was done; sheets for the new Drawing Courses of the Department were prepared, and illustrations for the Vernacular Readers; several teachers were provided for the other Technical Schools; and, as usual, the constant demand for new designs from workmen throughout the Province was, as far as possible, met. Two students from the Engineering Class went up for the First Examination in Engineering of the Punjab University, but failed. The Industrial Schools at Delhi and Amritsar, and the Railway Technical School at Lahore, were inspected by the Officiating Principal during the year, to whom I am much indebted for his excellent reports and suggestions. It is hoped that these schools will shortly become feeders of the Mayo School of Art, enabling it, in time, to dispense with the more elementary parts of the instruction now given. Mr. Andrews speaks in terms of high commendation of the whole staff. He has been officiating throughout the year for Mr. Kipling, and deserves much credit for his excellent management of the institution.

V.—INDUSTRIAL SCHOOLS.

Industrial Schools and Scholars.

141. There were four Industrial Schools returned last year, with 362 scholars on the rolls, namely, the Railway Technical School at Lahore, the Municipal Board Schools at Amritsar and Delhi, and the Unaided School at Qasúr, in the Lahore District. The School at Qasúr was closed during the year, owing to the death of Muhammad Qádir Bakhsh, Honorary Magistrate, by whose influence it had been kept alive for the last few years. "The loss to education, however," the Inspector of Schools says, "is not great; for the institution had become nothing but a workshop, where different trades, such as weaving, carpet-making, tailoring, &c., were carried on." The Schools remaining are consequently three, which are attended as follows:—

Railway Technical School, Lahore ...	... 198
Municipal Board School, Amritsar ...	... 94
Municipal Board School, Delhi ...	... 57
Total	... 344

Railway Technical School, Lahore.

142. The Railway Technical School was opened in 1889, and its success up to date may be said to have been remarkable. It has already a Middle Department, with 17 scholars; and the numbers below are increasing rapidly. The School, as was explained in last year's report, is intended for the sons and near relatives of the artisans employed in the North-Western Railway Workshops. It has a *General* and a *Special* side. On the former, a plain ordinary school education is given, and, on the latter, the eye and hand are trained in Drawing and a Handicraft. Up to the present, only one Handicraft has been tried, namely, Carpentry, with elementary wood-carving; but it is proposed to add gradually instruction in iron-work and other crafts. The school is very popular, and, with the completion of the new building, a great accession of scholars may be expected. There are 14 John Lawrence Scholarships tenable in the School. The total direct expenditure for the last school year amounted to Rs. 3,600.

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State of the classes.

143. The School was examined on its General side by the ordinary Inspecting Officers, and on its Special or Technical side, by the Officiating Principal, Mayo School of Art. On both sides, the results were satisfactory, and creditable to the staff. The senior boys did not do so well in Drawing as they might have been expected to do, tested barely by the class standards. But it has to be borne in mind that the period of training of the best had been a little less than two years; and, in that aspect, the results were highly favourable. On this point Mr. Andrews remarks:—

"Of course, it cannot be expected that boys now in the highest class, but who have only been in the school about two years, should do as well as will those boys now in the lower classes, when they reach the highest; for they will have been in the school five or six years, during the whole of which time their hands will have been trained in Drawing, their eyes in appreciating what they see, and their minds in justly judging proportion."

Success and prospects of the School.

144. The success of this School, and the sterling character of the work done, reflects much credit on Lálá Chiranjí Lál, B. A., the Head Master, who has been indefatigable in the discharge of his duties, and greatly interested in the new enterprise. A new building is being erected on a convenient site, at a cost of about Rs. 45,000. When this is finished, which, it is expected, will be before the beginning of the next cold weather, there will be scope for advance on all sides.

A visitor's remarks.

145. It may be interesting to note that the School was visited during the year by several gentlemen interested in Industrial Education. One of these was the Director of Land Records and Agriculture in the North, Western Province, who recorded the following opinion:—

"In my humble opinion, the industrial teaching is precisely what it should be, being strictly disciplinary in character. The boys learn the use of tools, and can draw and read drawings. They are thus enabled to pass into real workshops at the age of 16 or 17 with hand and eye educated, besides having a fair education in the Vernacular, and practical English. I happen to have visited most of the Technical Schools and classes at present established in India; and I have not seen any other institution which is doing so much good work at so small a cost."

Municipal Board Industrial School, Amritsar.

146. The Municipal Board Industrial School, at Amritsar, continues to prosper under the influence and warm interest of Mr. Nicholl, the Secretary of the Municipal Committee. At the time of the inspection, there were 94 names on the roll, with 44 others attending for technical instruction merely. During the year a good deal was done to introduce some systematic instruction in general knowledge into the classes, and the progress made is reported to have been satisfactory. There can be little doubt about the advantage of raising the general intelligence, as well as the manual skill, of the artisan classes. On its technical side, the School is divided into four sections, for Drawing, Modelling, Carpentry, and Metal-work. The Carpentry Class is the largest, with 53 scholars; next comes the Drawing Class, with 40; then the Metal-workers, with 37; and then the Modellers, with 8. Mr. Andrews was well pleased with what he saw, especially with the Metal-working and Modelling Classes. At present, all the Modelling Class attend also the Drawing; but, otherwise, the classes are almost entirely exclusive. Mr. Andrews recommends that both the Metal-working and Carpentry Classes should learn also Drawing and Modelling. His suggestions have been sent to the Municipal Committee; and I expect good results therefrom. Internally the school is very promising. The accommodation is yet deficient, being nothing better than lean-to sheds.

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Institutions for Technical Instruction.

Municipal Board Industrial School, Delhi.

147. The Industrial School at Delhi is also under the Municipal Committee. It is, indeed, only an appendage to the Municipal Board Primary School. At the end of the school year, there were 57 scholars on the roll. These all pursue the ordinary Lower Primary School course; and are taught a little Drawing and Wood-carving in addition. The School is still in its elementary stage; but it is promising; and every encouragement is being given to it.

Other Schools.

148. Besides the Schools above referred to, Sháhzáda Suriyá Jáh's School, at Delhi, and Bháí Bútá Singh's School at Ráwalpindí, continue to prosper; but these are, as yet, Industrial Schools only in name. It is expected that the publication of the rules for grants-in-aid to Industrial Schools, which has recently been done, will induce some schools to work on the new lines. There is especially much room for doing so by means of Night Schools for the crowds of artisan youths in every city, who are occupied with their trades during the day.

Chapter VI, 149.

Female Education (Natives).

STATEMENT SHOWING NUMBER AND DISTRIBUTION OF SCHOOLS AND SCHOLARS.

			High Schools.			Middle Schools.			Total of Secondary Schools.					Number of	
			Anglo-Vernacular.	Vernacular.	Total.	Anglo-Vernacular.	Vernacular.	Total.	Anglo-Vernacular.	Vernacular.	Total.	Primary Schools.	Grand Total Secondary and Primary Schools.	Girls learning English.	Scholarships.
Number of	Board Schools	1890-91	...	...	...	...	2	2	...	2	2	180	182	...	...
		1889-90	...	...	...	...	2	2	...	2	2	176	178	...	...
		Increase	...	...	...	...	...	...	...	...	...	4	4	...	...
		Decrease	...	..	...	..	...	...	...	...	...	...	...	...	...
	Aided Schools	1890-91	2	...	2	3	2	5	5	2	7	112	119	...	...
		1889-90	2	...	2	3	1	4	5	1	6	117	123	...	...
		Increase	...	...	...	...	1	1	...	1	1	...	...	...	...
		Decrease	...	...	...	...	...	...	...	...	...	5	4	...	...
	Unaided Schools	1890-91	...	...	...	...	1	1	...	1	1	3	4	...	...
		1889-90	...	...	...	...	1	1	...	1	1	3	4	...	...
		Increase	...	...	...	...	...	...	...	...	...	...	...	...	...
		Decrease	...	...	...	...	...	...	...	...	...	...	...	...	...
Number of Scholars in	High Stage	1890-91	8	...	8	...	...	...	8	...	8	...	8	8	...
		1889-90	10	...	10	...	...	..	10	...	10	...	10	10	...
		Increase	...	...	...	...	...	...	...	...	...	...	...	...	...
		Decrease	2	...	2	...	...	...	2	...	2	...	2	2	...
	Middle Stage	1890-91	32	...	32	35	49	84	67	49	116	...	116	80	26
		1889-90	20	...	20	26	53	79	46	53	99	...	99	56	26
		Increase	12	...	12	9	...	5	21	...	17	...	17	24	..
		Decrease	...	...	...	...	4	...	...	4	...	...	...	...	...
	Total Secondary Stage	1890-91	40	...	40	35	49	84	75	49	124	...	124	88	2
		1889-90	30	...	30	26	53	79	56	53	109	...	109	66	2
		Increase	10	...	10	9	...	5	19	...	15	...	15	22	...
		Decrease	...	...	..	...	4	...	...	4	...	...	...	...	...
	Upper Primary Stage	1890-91	34	...	34	33	88	121	67	88	155	446	601	56	431
		1889-90	47	...	47	44	74	118	91	74	165	382	547	80	378
		Increase	...	...	...	...	14	3	...	14	...	64	54	...	53
		Decrease	13	...	13	11	...	...	24	...	10	...	...	24	..
	Lower Primary Stage	1890-91	62	...	62	89	237	326	151	237	388	8,472	8,860	62	...
		1889-90	62	...	62	100	168	268	162	168	330	8,068	8,398	62	...
		Increase	...	...	...	...	69	58	..	69	58	404	462	...	...
		Decrease	...	...	...	11	...	...	11	...	...	...	...	...	...
	Total Primary Stage	1890-91	96	...	96	122	325	447	218	325	543	8,918	9,461	118	431
		1889-90	109	...	109	144	242	386	253	242	495	8,450	8,945	142	378
		Increase	...	...	...	...	83	61	..	83	48	468	516	...	53
		Decrease	13	...	13	22	...	...	35	...	...	...	...	24	...
	Grand Total	1890-91	136	...	136	157	374	531	293	374	667	8,918	9,585	206	457
		1889-90	139	...	139	170	295	465	309	295	604	8,450	9,054	208	404
		Increase	...	...	...	..	79	66	...	79	63	468	531	...	53
		Decrease	3	...	3	13	...	...	16	...	...	...	...	2	...

CHAPTER VI.

FEMALE EDUCATION (NATIVES).

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Supervision of Girls' Schools.

149. Since the appointment of an Inspectress of Schools in 1888-89, all Girls' Schools within Municipal limits have remained under her jurisdiction; and, as I have already said, Miss Francis has been indefatigable in the discharge of her duties. There are several schools in localities far from the line of railway which she has not yet been able to reach; but there can be no doubt about the stimulus which has been given to female education in the places visited. Schools not within Municipal limits are under the control of the Circle Inspectors, who also visit the Municipal schools not reached by the Inspectress. One effect of female supervision, which may or may not be a cause for congratulation, is to make some schools, which were formerly open, creep into *parda*.

The number of schools and scholars.

150. The table on the opposite page compares the numerical statistics of Public Schools for Native Girls for the past two years. The number of schools of all kinds remains the same as last year, namely, 305; but the number of scholars has increased from 9,054 to 9,585, or by nearly 6 per cent. Besides these, 360 girls are returned as attending zanána classes, giving in all 9,945 girls only in the Province in receipt of anything like a systematic education. The return of 993 Private Schools in Chapter VIII, with some 11,957 scholars, indicates rather the possibility than the actuality of advance in useful instruction.

The distribution of the schools.

151. The distribution of the schools over the inspectional Circles deserves notice. The Lahore Circle takes the lead, with 108 schools and 3,554 scholars. Ráwalpindi follows close, with 104 schools, and 3,372 scholars. Then comes Jullundur, with 63 schools, and 1,855 scholars. Delhi has only 29 schools, with 765 scholars, and Deraját but one school, with 39 scholars. It is manifest that there is much room for increased efforts in the cause of female education, especially in the last two Circles.

Secondary Schools.

152. The number of Secondary Schools rose from 9 to 10 during the year, the American Mission School at Gujránwála having been raised to the Middle grade. The number of High Schools remains two,—the Alexandra School at Amritsar, and the Lady Dufferin School at Lahore, with only 8 girls in the High Department, as against 10 last year. These are Anglo-Vernacular Boarding Schools of a superior type, well organized and equipped, and are both well attended in the junior classes. Of the 8 Middle Schools, 3 are Anglo-Vernacular,—the S. P. G. Boarding School and the Baptist Mission School at Delhi, and the Christian Girls' Boarding

Chapter VI. 153. Female Education (Natives).

School at Amritsar, all attended mostly by Native Christian children,—and 5 Vernacular Schools. The latter include the Victoria School at Lahore, a Municipal Board School at Amritsar, a District Board School at Gujarwál in the Ludhiáña District, the recently raised American Mission School at Gujránwála, and an Aided School at Lahore, managed by a Committee of native gentlemen. The number in attendance on the Middle classes of all the Secondary Schools is 116, against 99 in the previous year. The increase was exclusively in the Anglo-Vernacular Schools.

Primary Schools.

153. The number of Primary Schools is one less than last year, or 295 against 296; but the number of scholars has risen by 468, or from 8,450 to 8,918. There is also an advance of 54, or from 547 to 601, in the number attending the Upper Primary classes. The increase of 4 Board Schools, with a decrease of 5 Aided Schools, is the product of a number of changes in the various Circles.

Expenditure.

154. The statement on the opposite page shows the expenditure from different sources on Girls' Schools of all kinds, and on scholarships. There is a total increase of expenditure on schools from Rs. 1,02,602 to Rs. 1,04,673, or a little over 2 per cent., against the 6 per cent. of increased attendance. The increase is chiefly on Board Schools, owing to the additional number of institutions; and, for the opposite reason, the expenditure on Aided Schools is somewhat diminished. The marked increase on Unaided Schools seems to have been due to improved establishments. The decrease in expenditure from Provincial Revenues, which is counterbalanced by an increase from District and Municipal Funds, is due partly to the transfer, as explained in the report of last year, of the Central School under the Female Education Committee at Amritsar, with its 27 branches, to the Amritsar Municipality, and to the fact that, as a rule, grants-in-aid are now made payable from Local Funds. The additional expenditure from District Funds was chiefly owing to increased salaries and improved furniture.

Fees.

155. Fees are levied almost exclusively from the pupils of the Anglo-Vernacular Boarding Schools, who are mostly Native Christians. The solitary exception is in the case of the Native Gentlemen's Aided School at Lahore, where small fees are paid in addition to subscriptions, chiefly by the parents, in support of the school. There is a slight rise from Rs. 2,106 to Rs. 2,231 in the total of fees taken; but, as coming mostly from the source explained, this is no evidence of an increased desire for female education. Indeed, the desire has yet to be created. As tested by the willingness to pay fees, the Inspectress of Schools writes: "I have only met with one or two instances in which wealthy men have been willing to pay anything for the secular instruction of their wives or daughters."

Scholarships.

156. The expenditure on scholarships has increased from Rs. 12,182 to Rs. 13,620, or by nearly 12 per cent. This is due to the extended award of scholarships to those passing the Lower and Upper Primary Examinations, to induce them to read to the higher standards. The scale, as to the rates and the number of scholarships, now that the system has had time to extend to all the classes, appears rather liberal; and the matter is to be referred to the next Educational Conference. The large decrease of expenditure on scholarships from sources other than Provincial, arises naturally from the increase, covering nearly all the passes, from the latter source. There were also some irregular awards from Municipal Funds which had to be corrected.

FEMALE SCHOOLS.—STATEMENT OF EXPENDITURE.

			Board.				Aided.				Unaided.				Total.			
			1890-91.	1889-90.	Increase.	Decrease.	1890-91.	1889-90.	Increase.	Decrease.	1890-91.	1889-90.	Increase.	Decrease.	1890-91.	1889-90.	Increase.	Decrease.
In Secondary Schools.	Anglo-Vernacular.	Provincial Revenues	...	...	...	...	4,476	4,473	3	...	...	...	...	...	4,476	4,473	3	...
		District Funds ...	...	...	...	...	...	...	...	...	...	...	..	..	....	..	...	...
		Municipal Funds ...	...	...	...	...	...	...	..	...	...	...	...	.	...	...	...	...
		Fees ...	...	...	...	...	2,146	2,061	85	...	...	...	...	..	2,146	2,061	85	...
		Other sources	...	...	...	...	15,756	15,797	...	41	...	...	...	..	15,756	15,797	...	41
		Total ...	...	...	...	...	22,378	22,331	47	...	...	...	...	...	22,378	22,331	47	...
	Vernacular.	Provincial Revenues	103	2,217	...	2,114	9,484	9,290	194	...	...	...	...	...	9,587	11,507	...	1,920
		District Funds ...	253	284	...	31	...	...	...	...	...	...	...	...	253	284	...	31
		Municipal Funds ...	6,834	4,001	2,833	...	475	450	25	...	...	...	...	.	7,309	4,451	2,858	...
		Fees ...	...	...	...	...	85	37	48	...	...	...	...	..	85	37	48	...
		Other sources	...	164	...	164	1,058	..	1,058	...	563	625	..	62	1,621	789	832	...
		Total ...	7,190	6,666	524	...	11,102	9,777	1,325	...	563	625	...	62	18,855	17,068	1,787	...
In Primary Schools.		Provincial Revenues	2,369	3,115	...	746	7,799	9,104	...	1,305	...	...	...	..	10,168	12,219	...	2,051
		District Funds ...	12,964	11,760	1,204	...	752	1,171	...	419	...	...	...	.	13,716	12,931	785	...
		Municipal Funds ...	18,728	16,944	1,784	..	1,695	2,058	...	363	...	...	...	.	20,423	19,002	1,421	...
		Fees ...	...	...	...	..	...	8	...	8	...	...	...	.	...	8	...	
		Other sources	67	495	...	428	17,840	18,187	...	347	1,226	361	865	...	19,133	19,043	90	...
		Total ...	34,128	32,314	1,814	...	28,086	30,528	...	2,442	1,226	361	865	.	63,440	63,208	237	...
Total Secondary and Primary Schools.		Provincial Revenues	2,472	5,332	...	2,860	21,759	22,867	...	1,108	...	...	...	..	24,231	28,199	...	3,968
		District Funds ...	13,217	12,044	1,173	...	752	1,171	...	419	...	...	...		13,969	13,215	754	...
		Municipal Funds ...	25,562	20,945	4,617	...	2,170	2,508	...	338	...	...	...	..	27,732	23,453	4,279	...
		Fees ...	...	...	...	...	2,231	2,106	125	..	...	...	...	..	2,231	2,106	125	...
		Other sources	67	659	...	592	34,654	33,984	670	..	1,789	976	803	..	36,510	35,629	881	...
		Total ...	41,318	38,980	2,338	...	61,566	62,636	...	1,070	1,789	976	803	.	1,04,673	1,02,602	2,071	...
			In Secondary Schools.				In Primary Schools.											
Scholarships.		Provincial Revenues	3,817	2,635	1,182	...	9,525	7,435	2,090	...		...			13,342	10,070	3,272	...
		District Funds ...	...	...	...	...	7	135	..	128		...			7	135	...	128
		Municipal Funds ...	48	370	...	322	156	1,188	...	1,032		...			204	1,558	..	1,354
		Other sources	67	...	67	.	...	419	..	419		...			67	419	...	352
		Total ...	3,932	3,005	927	...	9,688	9,177	511	..		...			13,620	12,182	1,438	..

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Female Education (Natives.)

Examination results for Secondary Schools.

157. The following table gives the results of the various Examinations of the Secondary Schools :—

SECONDARY EDUCATION, NATIVE GIRLS—RESULTS OF EXAMINATIONS.

		Entrance Examination.			Middle School Examination.			Middle Standard Examination for Girls.		
		Number of candidates.	Number passed.	Percentage of passes on number of candidates.	Number of candidates.	Number passed.	Percentage of passes on number of candidates.	Number of candidates.	Number passed.	Percentage of passes on number of candidates.
Anglo-Vernacular Examination.										
Aided Schools	1890-91 ...	2	1	50	6	...	...	4	3	75·0
	1889-90 ...	12	7	58·3	6	3	50·0	2	1	50·0
	Increase ...	...	...	...	...	...	...	2	2	25 0
	Decrease ...	10	6	8·3	...	3	50·0	...	...	...
Total Anglo-Vernacular Examination.	1890-91 ...	2	1	50 0	6	...	...	4	3	75 0
	1889-90 ...	12	7	58·3	6	3	50·0	2	1	50·0
	Increase ...	...	...	...	...	...	...	2	2	25·0
	Decrease ...	10	6	8·3	...	3	50·0	...	...	...
Vernacular Examination.										
Board Schools	1890-91 ...	...	...	...	...	...	...	6	4	66·7
	1889-90 ...	...	...	...	...	...	..	3	3	100·0
	Increase ...	...	...	...	...	...	...	3	1	...
	Decrease ...	...	...	...	...	...	...	...	...	33·3
Aided Schools	1890-91 ...	...	...	...	...	...	...	6	2	33·3
	1889-90 ...	...	...	...	6	...	...	8	4	50·0
	Increase ...	...	...	...	...	...	...	...	..	...
	Decrease ...	...	...	...	6	...	...	2	2	16·7
Unaided Schools	1890-91 ...	...	...	...	...	...	...	4	1	25·0
	1889-90 ...	...	...	...	...	...	...	...	...	...
	Increase ...	...	..	...	...	...	...	4	1	25·0
	Decrease ...	...	...	...	...	...	...	...	...	...
Total Vernacular Examination.	1890-91 ...	...	...	...	...	...	...	16	7	43·7
	1889-90 ...	...	...	...	6	..	..	11	7	63·6
	Increase ...	..	...	...	...	...	...	5	...	...
	Decrease ...	...	...	...	6	...	...	...	...	19·9
Grand Total Anglo-Vernacular and Vernacular Examinations.	1890-91 ...	2	1	50	6	..	...	20	10	50·0
	1889-90 ...	12	7	58·3	12	3	25·0	13	8	61·5
	Increase ...	...	...	...	...	...	...	7	2	...
	Decrease ...	10	6	8·3	6	3	25·0	...	...	11·5

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Female Education (Natives).
Number of candidates and passes.

158. For the Entrance Examination, only 2 candidates appeared against 12 in the previous year, and 1 passed against 7. The same girl, who belongs to the Alexandra School at Amritsar, passed both the Calcutta and the Punjab Examinations. For the Middle School Examination, 6 went up, but all failed. In the previous year, 3 out of 6 candidates passed. For the Middle Standard Examination, 20 candidates appeared, and 10 passed, against 8 out of 13 last year. The Middle Standard Examination, which is held by the Department, is similar in character to the Middle School Examination, but it is specially adapted to the requirements of Girls' Schools. Of the 10 successful candidates, 4 are Musalmání girls, 3 Hindú, and 3 Native Christian. One-half of the candidates were contributed by nominally Primary Schools, of whom 4 passed,—2 from the Municipal Board Schools at Gujránwála, 1 from the Lady Henry Lawrence Schools at Amritsar, and 1 from Rái Shám Dás's Arya School at Dera Isma'íl Khán. The success of the Gujránwála Municipal Board Schools, Miss Francis states, is very satisfactory. "These schools have worked their way up, year by year, from the Lower Primary standard, without the help of European teachers, though Mrs. Steel did much in supervising and encouraging them." They show what can be done by such interested and efficient superintendence as that of Pandit Amar Náth, to whom much credit is due.

Primary Examinations.

159. The table on the following page gives the results, for the year, of the Upper and Lower Primary Examinations. For the Upper Primary Examination 200 candidates appeared of whom 147 passed, against 149 out of 218 in the previous year. The number of candidates is slightly less; but the percentage of passes is higher. The return for the Lower Primary Examination gives 451 passes out of 726 candidates, against 373 out of 623 last year. It is to be noted that whereas the percentage of passes by the Upper standard is higher in Board than in Aided Schools, the case is reversed in the Lower Examination. On the whole, it may be said that these results are indicative of a decided, if slow, forward movement.

Needle-work.

160. Regarding the important subject of needle-work, which is supposed to be taught in every Girls' School, the Inspectress of Schools makes the following remarks:—

"The teaching of needle-work continues unsatisfactory. No good plain needle-work is taught anywhere except under European supervision, for the reason that no native teacher understands what good plain needle-work is. It must be admitted that the simplicity of dress of women and children makes it of less importance in an Indian household; and in the Christian Boarding Schools, where the partial adoption of European dress makes it more necessary, it is very well taught. Kasída or phulkárí is practised everywhere, but only in Ráwalpindi, where it is a speciality, is the work good. Embroidery on net is very well done by Musalmání girls, who show much ingenuity in design. Knitting of socks and scarves is also well done, and popular."

There can be no doubt that, until the teachers themselves have been trained in plain needle-work, little progress in this direction can be looked for, and that there is little demand for it, is corroborated by the view of the Inspector of Schools, Jullundur Circle, who writes: "In village schools, phulkárí work is generally all that the parents desire their children to learn; and to this the teacher pays particular attention."

Domestic economy.

161. The two most important parts of native house-wifery—cooking and spinning—are taught in the Middle grade Christian Boarding Schools and at the Clarkabad Orphanage, but nowhere else. Miss Francis expresses regret that more house-wifery work is not practised in the two High Schools, "since most of the girls

CHAPTER VI.—FEMALE EDUCATION (NATIVES).

Chapter VI. 159. Female Education (Natives)

PRIMARY EDUCATION, NATIVE GIRLS—RESULTS OF EXAMINATIONS.

		Number of candidates.	Number passed.	Percentage of passes on number of candidates.
Upper Primary Examination.				
Board Schools	1890-91	145	113	77·9
	1889-90	135	94	69·6
	Increase	10	19	8 3
	Decrease	...	...	...
Aided Schools	1890-91	49	30	61·2
	1889-90	81	53	65·4
	Increase	...	...	...
	Decrease	32	23	4·2
Unaided Schools	1890-91	6	4	66 7
	1889-90	2	2	100·0
	Increase	4	2	...
	Decrease	...	...	33·3
Total	1890-91	200	147	73 5
	1889-90	218	149	68·3
	Increase	...	...	5·2
	Decrease	18	2	..
Lower Primary Examination.				
Board Schools	1890-91	515	323	62 7
	1889-90	473	278	58 8
	Increase	42	45	3 9
	Decrease	..	...	...
Aided Schools	1890-91	208	127	61·1
	1889-90	147	94	63·9
	Increase	61	33	...
	Decrease	...	..	2·8
Unaided Schools	1890-91	3	1	33 3
	1889-90	3	1	33 3
	Increase	...	...	...
	Decrease	...	...	...
Total	1890-91	726	451	62 1
	1889-90	623	373	59·9
	Increase	103	78	2 2
	Decrease	...	..	...

belong to families with small means, and it is a general complaint, that their education does not fit them to become the wives of men of their own class." On the absence of Domestic Economy from the course of instruction in Primary Schools, Lálá Piyáre Lál remarks: "What the girls learn at home is considered sufficient in this respect. There is, at any rate, no fear of its being neglected, so far as cooking and simple house-keeping is concerned. Indian mothers generally take pretty good care to see that their daughters are well able to cook. The girls who cannot do this are taunted on the stupidity of their mothers by the female relations of their husbands." With regard to Hygiene, little can be done beyond book-teaching; and now that both parts of the Good House Mother have been translated and printed, this will, no doubt, be done better than heretofore. "It may be further hoped," as Miss Francis says, "that this teaching, the example of cleanliness in the better managed schools, and the general increase of intelligence which education will produce, will go some way, in time, towards changing those habits which favour the spread of fever and other diseases." In the majority of the schools themselves, the want of fresh air and exercise for the girls is much felt.

Conduct of the girls.

162. The conduct of the girls appears to have been quite satisfactory. On this the Inspectress of Schools records the following remarks:—

"I have had no serious complaint of the conduct of any girls throughout the Province. Their manners are respectful and gentle; they are usually very obedient; and when they have been some time at school, they learn to be cleanly and orderly. The semi-anglicising of the girls in the two High Schools, while improving them in the solid qualities of cleanliness and neatness, has not a favourable effect on their manners."

Provision of teachers.

163. Of late years, the award of scholarships, and improved salaries, have done much to advance the cause of female education; but there remains still the chief obstacle in the want of competent teachers. To meet this, stipends from Provincial Revenues of Rs. 6 per mensem to girls preparing for the Junior Certificate Examination, and of from Rs. 8 to 10 per mensem to those preparing for the Senior Certificate Examination, may be awarded; and encouragement is given to open Normal Classes in connection with the best equipped Primary and Middle Schools. The Victoria School, Lahore, is held forth as a model in this respect, and in addition to the ordinary classes, it has a training section, from which 4 candidates appeared in the Senior Vernacular Certificate Examination this year. This was the first time that the examination was held. Only one of the candidates was successful; all passed in the theory and practice of teaching; but there were two failures in Mathematics and two in Urdú. Teaching certificates will be awarded to those candidates according to the Education Code; but the difficulty remains, that whilst teachers are being asked for from all parts of the Province, few can be induced to leave their native places. On this the Inspector of Schools, Ráwalpindi, has some very pertinent remarks:—"There is little use in Local Boards showing their willingness to spend money on female education, until it is thoroughly recognised that a separate expenditure must be incurred on sending the husband or father along with every female teacher who leaves her own town for employment. The salary for such an appendage might be small, say Rs. 6 or 7 a month, which might often be saved by the recipient being given some kind of employment; but until the necessity of some such plan is fully seen and carried out, there is not the slightest use in trying to open female Primary Schools everywhere, or to set up female Normal Schools in a few favoured spots, as the girls educated in them are not available beyond the

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towns in which the schools are situated." The plan spoken of here has sometimes been tried with success; it was with a view to the difficulty pointed out, that Instruction Grants, in addition to their salaries, were sanctioned for female teachers; and the fact that girls are beginning to leave the Victoria School and the Municipal Board School at Amritsar for outside employment is a hopeful sign.

General progress.

164. On the whole it may be said that, though female education in the Province generally continues very backward, there was still some substantial progress during the year. The numbers rose, especially in the higher classes; the teaching appears to have improved somewhat; and the increase of girls who have passed the Middle Standard examination is the very best guarantee of improved instruction and progress in the future. "It must be admitted, however," Miss Francis says, "that education has, as yet, almost totally failed to reach the classes, who might be expected to desire it, and would profit most by it, namely, the families of educated men. It might be expected that, in Lahore, with its numerous Schools and Colleges, and its large numbers of men in Government service and other professions, who have received the benefits of an English education, there would be many glad to take advantage for their daughters of the free education provided at the Victoria School, in which every arrangement is made to meet objections on the score of religion, caste, or custom. The number of daughters of educated men attending the school is, however, very small; and I have only met with one or two instances of girls attending beyond the Upper Primary stage without a scholarship."

Scholars in each District.

165. To mark more specifically the advance of female education in the Province, the following table will give the attendance on Schools and Aided Zanána Classes in each District:—

No.	Districts.	Number of Girls in							Total.
		High Schools.	Middle Schools.	Primary Schools, District Board.	Primary Schools, Municipal Board.	Primary Schools, Aided.	Primary Schools, Unaided.	Zanána Classes, Aided.	
1	Hissár ..	...	...	...	...	...	...	...	...
2	Rohtak ...	...	...	40	84	...	...	...	124
3	Gurgáon ...	...	...	188	...	...	...	40	228
4	Delhi ...	...	96	48	...	167	...	250	561
5	Karnál ...	...	...	53	20	...	...	70	143
6	Umballa ...	...	...	48	...	...	...	...	48
7	Simla ...	...	...	...	...	21	...	...	21
8	Kángra ...	...	...	116	42	32	...	...	190
9	Hoshiárpur ...	...	...	..	...	99	...	...	99
10	Jullundur ...	...	...	402	497	...	...	...	899
11	Ludhiána ...	...	52	139	297	...	...	...	488
12	Ferozepore ...	...	...	91	18	70	...	...	179
13	Mooltan ...	...	...	...	..	54	..	...	54
14	Jhang ...	...	...	58	214	...	...	...	272
15	Montgomery ...	...	...	...	23	...	..	...	23
16	Lahore ...	76	198	..	70	815	52	...	1,211
17	Amritsar ...	60	104	64	973	590	...	...	1,791
18	Gurdáspur ...	...	...	115	88	..	...	...	203
19	Siálkot ...	...	...	455	423	87	...	...	965
20	Gujrát ..	...	...	52	...	...	44	...	96
21	Gujránwála ...	...	81	150	269	329	..	...	829
22	Sháhpur ...	...	...	189	103	..	15	...	307
23	Jhelum ...	...	...	45	29	396	...	...	470
24	Ráwalpindi ...	...	...	27	.	637	...	...	664
25	Hazára ...	...	...	...	...	...	...	...	...
26	Peshawar ...	...	...	...	...	41	...	...	41
27	Kohát ...	...	...	...	..	...	...	...	...
28	Banná ...	...	...	..	.	...	...	...	...
29	Dera Isma'íl Khán ...	...	...	...	39	...	...	...	39
30	Dera Ghází Khán ...	...	...	...	...	...	...	...	...
31	Muzaffargarh ...	...	...	...	...	...	...	...	...
	Total ...	136	531	2,280	3,189	3,338	•111	360	9,945

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Female Education (Natives).

What seems required.

166. It will be observed that the Hissár, Hazára, Kohát, Bannú, Dera Ghází Khán, and Muzaffargarh Districts have no Girls' Schools at all. Eight other Districts have less than 100 pupils, and may, therefore, be said to be just beginning the experiment of female education. Amritsar takes the lead with 1,791 girls under instruction; Lahore follows with 1,211; Siálkot comes next with 965; Jullundur 899, Gujránwála has 829, and Delhi only 561. In Mooltan, where male education is making great strides, only 54 girls are under instruction, and in Pesháwar only 41. The time appears to me to have arrived when there should be a few experimental and pioneer Girls' Schools in every District. Care would have to be exercised in opening these, making sure of the hopefulness of the localities, and the fitness of the teachers; but, with these cautions, the matter should, I think, be taken in hand firmly and persistently. As if in response to this view, the Deputy Commissioner of Dera Isma'íl Khán has just written to the Inspector: "Efforts are now being made to affiliate a separate Muhammadan Girls' department to the present head-quarters Hindú School, as well as to increase the number of these schools in the District."

Want of help from Municipal Committees.

167. In concluding her report, Miss Francis states that, except in the case of Amritsar, and Gujránwála, the Municipal Committees seldom showed themselves willing to give any encouragement to female education, and generally made every possible difficulty in giving grants-in-aid. Lahore, Jullundur, and Gujrát are said to have been especially unsympathetic in this way.

Bedí Khem Singh's Schools.

168. It may be worth noting that, during the year, the matter of the control and supervision of Bedí Khem Singh's Girls' Schools in the Ráwalpindí and Jhelum Districts, which had been long pending, was finally settled. The schools, which were opened by the Bedí Sáhib, are to remain under his management; and an Agent has been appointed to visit and examine the schools, to see to the efficiency of the teachers, and to encourage the parents to send their girls to school. As the schools are supported almost entirely by Government funds, they have been brought into a clearer relationship with the District authorities; and a Code of Rules, on the basis of the points amicably arranged between the Bedí Sáhib and the Civil authorities, has been drawn up and issued for the guidance of those concerned.

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Europeans and Eurasians.

NUMBER AND DISTRIBUTION OF SCHOOLS AND SCHOLARS.

		Boys.				Girls.				Total.			
		1890-91.	1889-90.	Increase.	Decrease.	1890-91.	1889-90.	Increase.	Decrease.	1890-91.	1889-90.	Increase.	Decrease.
Number of Schools.	Sanáwar Asylum	1	1	...	...	1	1	...	...	2	2	...	...
	Murree Asylum	1	1	...	...	1	1	...	...	2	2	...	...
	Aided — High	2	2	...	...	2	1	1	...	4	3	1	...
	Aided — Middle	5	4	1	...	11	10	1	...	16	14	2	...
	Aided — Primary	3	3	...	...	4	3	1	...	7	6	1	...
	Aided — Total	10	9	1	...	17	14	3	...	27	23	4	...
	Unaided — Middle	...	1	...	1	1	2	...	1	1	3	...	2
	Unaided — Primary	...	1	...	1	...	...	...	...	...	1	...	1
	Unaided — Total	...	2	...	2	1	2	...	1	1	4	...	3
	Total Public Schools	12	13	...	1	20	18	2	...	32	31	1	...
	Private Schools	4	4	...	...	5	4	1	...	9	8	1	...
	Total Public and Private Schools	16	17	...	1	25	22	3	...	41	39	2	...
Number of Scholars in	Sanáwar Asylum	259	243	16	...	210	214	...	4	469	457	12	...
	Murree Asylum	91	96	...	5	84	72	12	...	175	168	7	...
	Aided Schools — High	182	179	3	...	78	28	50	.	260	207	53	...
	Aided Schools — Middle	252	181	71	...	588	507	81	...	840	688	152	.
	Aided Schools — Primary	107	99	8	...	94	80	14	...	201	179	22	...
	Aided Schools — Total	541	459	82	..	760	615	145	...	1,301	1,074	227	...
	Unaided Schools — Middle	...	25	...	25	19	51	...	32	19	76	...	57
	Unaided Schools — Primary	...	20	...	20	...	...	...	...	...	20	...	20
	Unaided Schools — Total	...	45	...	45	19	51	...	32	19	96	...	77
	Total Public Schools	891	843	48	...	1,073	952	121	...	1,964	1,795	169	...
	Private Schools	63	30	33	...	42	52	...	10	105	82	23	..
	Total Public and Private Schools	954	873	81	...	1,115	1,004	111	...	2,069	1,877	192	...
Scholars in Public Schools in	High Stage	80	68	12	...	13	15	...	2	93	83	10	...
	Middle Stage	205	187	18	...	249	220	29	...	454	407	47	...
	Total Secondary Stage	285	255	30	...	262	235	27	...	547	490	57	...
	Upper Primary Stage	248	240	8	.	268	258	10	...	516	498	18	...
	Lower Primary Stage	358	348	10	...	543	459	84	...	901	807	94	..
	Total Primary Stage	606	588	18	...	811	717	94	...	1,417	1,305	112	...
	Total Secondary and Primary Stages	891	843	48	...	1,073	952	121	...	1,964	1,795	169	...

CHAPTER VII.

THE EDUCATION OF SPECIAL CLASSES.

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SECTION A.—EUROPEANS AND EURASIANS.

Statistical table.

169. The table on the opposite page gives the number of schools for European and Eurasian children at the end of the year, and the number and distribution of the scholars attending these, together with the corresponding figures for the previous year.

Schools and Scholars.

170. The number of schools has increased by 2 since last year, and is now 41 instead of 39, or 16 Boys' and 25 Girls' Schools. There is a decrease of one school on the Boys' side, but an increase of 3 on the Girls'. Comparing the different classes of schools, it will be found that those under Government management remain 4, namely, the Lawrence Asylums at Sanáwar and Murree, that the number of Aided Schools has increased by 4, the Unaided Schools decreased by 3, and the Private Schools increased by one. The number of scholars has increased from 1,877 to 2,069, or by a little over 10 per cent. This is, as yet, only a small fraction of the children of this class in the Province of a school-going age; and it is a rather curious fact that there are fewer boys at school than girls, by 954 : 1,115. On this the Inspector of Schools remarks that the opposite might have been expected,—"considering that home education is easier to impart in the case of girls than of boys, and that a boy's whole future prospects depend, to a great extent, upon the education he receives."

Grades of schools and stages of instruction.

171. There are now 8 High Schools instead of 7 in the last return, owing to the raising of the Convent Boarding School at Simla to the High grade. Of the remaining schools, 17 are of the Middle grade, 7 Primary, and 9 ungraded Private Schools. The numbers reading in the Secondary classes of the Public Schools have increased from 490 to 547, of whom 93, mostly boys, are in the High stage. It is not indicative of much progress in the education of this community that 901 of the scholars, or nearly one-half of those under instruction in Public Schools, should belong to the Lower Primary stage

Expenditure.

172. The statement on the next page gives the total cost of the European Schools in the Province, the expenditure from different sources, and the number and cost of scholarships.

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Europeans and Eurasians

STATEMENT OF EXPENDITURE.

		In Boys' Schools.				In Girls' Schools.				Total.			
		1890 91	1889-90	Increase	Decrease.	1890-91	1889 90	Increase	Decrease.	1890 91	1889-90	Increase	Decrease
Establishment and Contingencies		Rs	Rs.	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs.
Sanawar Asylum	Imperial, Revenues	16,037	14,177	1,860	.	7,012	5,115	1,897		23,049	19,292	3,757	
	Fees	1 384	1,095	239		692	274	418		2 076	1,369	707	.
	Other sources ..	..	..	.	..	..	...		...			...	...
	Total	17,421	15,272	2.149	..	7 704	5,389	2,315	.	25,125	20,661	4,464	...
Mcbee Asylum.	Provincial Revenues	6,708	6,865		157	4,925	4,992		67	11,633	11,857	. .	224
	Fees ..	..		.					.	..			..
	Other sources	...		.	...	..	..		..		.	.	...
	Total	6 708	6,865	.	157	4,925	4,992		67	11,633	11,857		224
Aided High Schools.	Provincial Revenues	8,310	9,390		1,080	3,860	2,416	1,444		12,170	11,806	364	..
	Fees	19,112	14 844	4,268		8,168	1,326	6,842		27,280	16,170	11,110	...
	Other sources	1,232	1,670	...	438		1,356		1,356	1,232	3,026		1,794
	Total ..	28,654	25,904	2,750	.	12,028	5,098	6,930		40,682	31,002	9,680	
Aided Middle Schools.	Provincial Revenues	6 373	5,634	739	.	15,993	19,181		3,188	22 366	24,815		2,449
	Fees ..	6,891	4,713	2,178		13,398	12,534	864		20 289	17,247	3,042	.
	Other sources	6 913	4,614	2,299	..	5,895	5,088	807		12 808	9,702	3,106	...
	Total	20,177	14,961	5,216	...	35,286	36,803	.	1,517	55,463	51,764	3,699	..
Aided Primary Schools	Provincial Revenues	1,964	1,138	826		1,412	1,788		376	3,376	2,926	450	...
	Fees ...	1 002	1,472		470	3,299	983	2,316	...	4,301	2,455	1,846	.
	Other sources	2,101	3,264		1,163	3,123	724	2,399	...	5,224	3,988	1,236	..
	Total	5,067	5,874	. .	807	7,834	3,495	4,339	...	12,901	9,369	3,532	..
Total Aided Schools	Provincial Revenues	16,647	16,162	485		21,265	23,385		2,120	37,912	39,547		1,635
	Fees .	27,005	21,029	5 976	. .	24,865	14,843	10,022	..	51,870	35,872	15,998	.
	Other sources	10,246	9,548	698	...	9,018	7,168	1,850		19,264	16,716	2,548	...
	Total	53,898	46,739	7,159	..	55,148	45,396	9,752		1,09,046	92,135	16,911	
Unaided Middle Schools	Fees ..	...	2,835	..	2,835	2,015	3,204	...	1,189	2,015	6,039	..	4,024
	Other sources		3,439	..	3,439	300	446	...	146	300	3,885		3,585
	Total ..	.	6,274		6,274	2,315	3,650		1,335	2,315	9,924		7,609
Unaided Primary Schools.	Fees ..		...	..		.	...	..	..	.	...		.
	Other sources ...		306	.	306	...	...	...		.	306	.	306
	Total	..	306	.	306	...	..	...	...		306	.	306
Total Unaided Schools	Fees .	.	2,835	.	2,835	2,015	3,204		1,189	2,015	6,039		4,024
	Other sources ..		3,745	.	3,745	300	446	.	146	300	4,191		3,891
	Total ...	...	6,580	..	6,580	2,315	3,650	..	1,335	2,315	10,230	..	7,915
Total Public Schools.	Imperial Revenues	16,037	14,177	1 860	...	7,012	5,115	1,897		23,049	19,292	3,757	
	Provincial Revenues	23,355	23,027	328	..	26,190	28,377		2,187	49 545	51,404		1,859
	Fees . .	28,389	24,959	3,430		27,572	18,321	9,251		55,961	43,280	12,681	...
	Other Sources ..	10,246	13,293	.	3,047	9,318	7,614	1,704	.	19,564	20,907	...	1,343
	Total ...	78,027	75,456	2,571		70,092	59,427	10,665	...	1,48,119	1,34,883	13,236	...
Scholarships.													
Number of Government Scholarships		18	18	..	...	12	7	5	..	30	25	5	. .
Number of other Scholarships .		2	2	...	..	1	...	1	...	3	2	1	.
Expenditure from ..	Provincial Revenues	1,176	864	312	...	645	385	260	..	1,821	1,249	572	..
	Other sources ...	130	100	30	...	120	...	120	...	250	100	150	...
	Total ..	1,306	964	342	...	765	385	380	..	2,071	1,349	722	...

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The total direct expenditure on all the schools is Rs. 1,48,119, or Rs. 13,236 more than last year, being an increase of a little over 9 per cent., against 10 per cent. more scholars. Of the total expenditure, Rs. 72,594, or nearly one-half, were contributed by Government. Leaving out Rs. 23,049 paid from Imperial Revenues towards the Sanáwar Asylum, and Rs. 11,633 from Provincial Revenues towards the Murree Asylum, the actual cost to Government on the ordinary Aided Schools amounted to only Rs. 37,912, or Rs. 1,635 less than last year. Still, excepting the Lawrence Asylums, the total expenditure on Public Schools, with 1,320 scholars, was Rs. 1,11,361, or about Rs. 84 per head per annum, towards which Government contributed something short of Rs. 29 per head. This does not include the cost of inspection.

Fees.

173. There are no fixed rates of fees in European Schools; but, except the Lawrence Asylums, the schools are all largely dependent on the fees levied for their support. During the year under report, the fees collected amounted to Rs. 55,961, that is, Rs. 12,681 more than in the previous year, or an increase of about 29 per cent.

Scholarships.

174. *Ten* Middle School and *six* High School scholarships are offered to competition annually among the scholars of the European Schools in the Province. The fourth examination was held in December last, when 4 High and 10 Middle School scholarships were awarded. The schools which most distinguished themselves were the Christ Church School at Simla, and the St. Denny's and Convent Schools at Murree. The first place in the High School Scholarship Examination was taken by a pupil of the Mayo School, Simla. At present, there are altogether 30 Government scholarships under tenure; and the total expenditure last year, on this account, was Rs. 1,821. Three other scholarships are held, the payments on which aggregated Rs. 250 for the year. There can be no doubt that the institution of scholarships has given a stimulus to work in the schools.

Results of Examinations.

175. The table on the next page gives the results of the examinations which mark the completion of the various sections, or departments, of the whole school course: the Entrance and Final Standard Examinations marking the end of the High School course; the Seventh Standard, of the Middle; the Fourth Standard, of the Upper Primary; and the Second Standard, of the Lower Primary course. The detailed results of the Scholarship Examinations are also given. The table shows that, for the Entrance Examination, 18 (all boys) appeared, and 16 passed, against 10 out of 17 in the previous year. The candidates belonged to the Bishop Cotton School at Simla, and the Boys' High School at Lahore. From the former, 11 passed out of 12, and from the latter, 5 out of 6,—results highly creditable to both institutions. For the alternative Final Standard Examination, 26 appeared,—18 boys and 8 girls, of whom only 10 passed,—9 boys and 1 girl. The Inspector considers that this examination is more searching, and requires greater thoroughness than the Entrance Examination; and it may be here noted that the Punjab University has accepted it as equivalent to Matriculation. The results for the other standards were scarcely so good as in the previous year; but the total returns, with an average of 64 per cent. of passes, may be taken as satisfactory on the whole. The Lawrence Asylum at Murree distinguished itself with 93·3 per cent. of passes in Standard VII.

Boarding arrangements.

176. The boarding arrangements in the Aided Schools are said to be, without exception, satisfactory; the accommodation sufficient, the comfort considerable, the sanitation good, and the

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RESULTS OF EXAMINATIONS.

Europeans and Eurasians.

			Number of Candidates.				Number of Passes.				Percentage of Passes on Number of Candidates.			
			1890-91.	1889-90.	Increase.	Decrease.	1890-91.	1889-90.	Increase.	Decrease.	1890 91.	1889-90.	Increase.	Decrease.
Entrance Examination.	Boys	...	18	19	1	...	16	10	6	...	88 9	58·8	30.1	...
	Girls	...	...	1	...	1	...	...	...	...	...	..	...	...
Final Standard Examination.	Boys	...	18	..	18		9		9	...	50·	. .	50·	..
	Girls	...	8	1	7	.	1	...	1	...	12·5	.	12·5	...
Standard VII.	Boys — Sanáwar Asylum		5	2	3	...	2	1	1	...	40	50·	..	10·
	Boys — Murree Asylum...		15	10	5	..	14	7	7	..	93·3	70·	23 3	...
	Boys — Aided Schools ..		27	23	4	...	15	20	...	5	55 6	86·9	...	31·3
	Boys — Total	...	47	35	12		31	28	3	..	65 9	80·	...	14·1
	Girls — Sanáwar Asylum		7	7	...	. .	2	3	...	1	28 6	42·8	. .	14·2
	Girls — Murree Asylum ..		6	7	...	1	4	4	...	...	66 7	57·1	9·6	...
	Girls — Aided Schools ..		36	19	17	...	21	13	8	.	58·3	68·4	...	10 1
	Girls — Total	...	49	33	16	...	27	20	7	..	55·1	60·6	..	5·5
Standard IV.	Boys — Sanáwar Asylum		35	38	...	3	17	21	...	4	48 6	55·2	. .	6·6
	Boys — Murree Asylum ...		16	16	...	...	8	10	...	2	50·	62·5	...	12·5
	Boys — Aided Schools ...		57	67	...	10	32	41	...	9	56 1	61·1	. .	5·
	Boys — Total	...	108	121	...	13	57	72	...	15	52·8	59·5	...	6·7
	Girls — Sanáwar Asylum		22	26	...	4	15	18	...	3	68 2	69·2	...	1·
	Girls — Murree Asylum ...		12	8	4	...	9	4	5	...	75·	50·	25·	...
	Girls — Aided Schools ...		78	87	...	9	49	49	...	...	62 8	56·3	6·5	...
	Girls — Total	...	112	121	..	9	73	71	2	...	65·2	59·1	6·1	...
Standard II.	Boys — Sanáwar Asylum		27	34	...	7	21	15	6	...	77 8	44·1	33·7	...
	Boys — Murree Asylum ...		9	14	...	5	7	12	...	5	77 8	85·7	...	7·9
	Boys — Aided Schools ...		59	61	...	2	36	41	...	5	61	67·2	...	6·
	Boys — Total	...	95	109	...	14	64	68	...	4	67·4	62·3	5 1	...
	Girls — Sanáwar Asylum		21	15	6	...	10	12	...	2	47·6	80·	...	32·4
	Girls — Murree Asylum...		10	9	1	...	4	5	..	1	40·	55·5	...	13·5
	Girls — Aided Schools ...		99	86	13	...	67	48	19	. .	67·7	55·8	11·9	..
	Girls — Total	..	130	110	20	...	81	65	16	...	62 3	59·	3 3	..
Scholarship Examinations. — Middle Standard Examination.	Boys — Sanáwar Asylum		...	...	...	...	..	...	...	...	...	...	...	...
	Boys — Murree Asylum ..		3	9	...	6	1	8	...	7	33 3	88·8	..	55·5
	Boys — Aided Schools. ...		8	10	...	2	8	8	...	...	100	80·	20·	...
	Boys — Total	...	11	19	...	8	9	16	...	7	81 8	84·2	..	2·4
	Girls — Sanáwar Asylum		..	...	...	...	...	.	...	...	...	. .	...	...
	Girls — Murree Asylum ...		2	6	...	4	...	3	...	3	.	.50·	...	50·
	Girls — Aided Schools ...		7	6	1	...	6	3	3	.	85 7	50·	35·7	...
	Girls — Total	..	9	12	...	3	6	6	...	...	66·7	50·	16·7	...
Scholarship Examinations. — Primary Standard Examination.	Boys — Sanáwar Asylum		..	...	...	.	...	.	...	...	...	...	...	...
	Boys — Murree Asylum ...		16	16	...	...	7	15	...	8	43 7	93·7	...	50·
	Boys — Aided Schools ...		13	24	...	11	11	16	...	5	84·6	66 6	18·	...
	Boys — Total	...	29	40	..	11	18	31	...	13	62 0	77·5	...	15·5
	Girls — Sanáwar Asylum		...	...	...	...	...	..	...	...	...	...	...	...
	Girls — Murree Asylum ...		1	4	...	3	...	3	...	3	.	75·	...	75·
	Girls — Aided Schools ...		19	19	...	...	13	14	...	1	68 4	73·6	...	5·2
	Girls — Total	...	20	23	...	3	13	17	...	4	65·	73·9	...	8·9

general arrangements creditable to the Managers. Dr. Stulpnagel refers, with warm commendation, to the system of self-help pursued in the Mayo School at Simla, where "the elder girls, under proper supervision, tidy up the dormitories, look after the cleanliness of the smaller children, make and mend their own clothes, and prepare their own food," and to the excellent effects of the system on the outward appearance of the school, and the health of the children.

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Europeans and Eurasians

177. The conduct and demeanour of the scholars continue to be favourably reported on. The discipline of the schools is well maintained, and the tone is, as a rule, good. The moral and religious instruction of the children receives careful attention.

Conduct and discipline.

178. Although the progress must be admitted to be slow, there is still substantial evidence of some advance, both instructional and numerical. In the former respect, the majority of the schools are all that need be looked for, and are fully adequate to the circumstances. In respect of numbers, the community itself is chiefly to blame; for, even where good schools exist, many parents are indifferent to the advantages offered, and slack in insisting upon continuous and regular attendance. The chief anxiety is with regard to the scattered and shifting parts of the European population. But the rules of the Code concerning aid towards boarding charges may be said to meet sufficiently the former; and the recent alteration in the number of attendances, whereby only 150 are now required in the six months previous to the examination to entitle to grants, is about all that could be done for the latter.

General progress.

179. The report of the Lawrence Military Asylum at Sanáwar, for the year, is highly satisfactory. The number on the rolls is now 469,—259 boys and 210 girls,—or 12 more than last year. The appearance of the classes in the Inspector's examination was, on the whole, good, with slight weakness in the Middle classes on the girls' side, but which has since been largly remedied by the arrival of two very efficient Mistresses from England. The industrial and domestic elements of the institution continue to be very successful. On the boys' side, instrumental music, telegraphy, carpentry, printing, and shoe-making are taught with excellent results; and, on the girls' side, sewing and general house-wifery form an essential part of the instruction. An important part of the institution is the Infant Department, which is being developed into a thoroughly efficient Kindergarten. As was to be expected, physical training receives due attention. The instructional staff, for the large numbers, is numerically weak; and the Principal proposes to introduce the pupil-teacher system at once. Hitherto the children of the Sanáwar Asylum have not been presented, along with the pupils of all the best schools in the Province, for the Scholarship and Certificate Examinations held by the Department, which, as the Inspector remarks, deprives both the teachers and pupils of a healthy stimulus; but I have reason to believe that this will no longer be the case. The general health of the children remained satisfactory throughout the year; the domestic and boarding arrangements are well suited to the circumstances; the tone and discipline are all that could be desired; and the outward appearance is, as usual, execellent.

Lawrence Military Asylum, Sanáwar.

180. The number on the rolls of the Lawrence Memorial Asylum at Murree is 175,—91 boys and 84 girls, against 168 last year. The instructional state of the school, the Inspector reports, is good throughout. "There was not a single class which had been neglected, and the discipline and organization were excellent." Singing is taught to all the classes; some of the boys learn

Lawrence Memorial Asylum, Murree.

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carpentry; the domestic training of the girls is extensive and thorough; and drill and physical exercises are a necessary part of the instruction. The external appearance of the school is most satisfactory, and the children look healthy, as well as neat and happy. The school is very popular, and held in affectionate regard by the old pupils, who, the Inspector says, keep up a correspondence with the Principal from all parts of the world. The entire success makes it a fitting memorial of the honored name it bears.

Private Schools.

181. Regarding the Private Schools noted in the returns, the Inspector records the following remarks :—

"I have endeavoured to ascertain through the Deputy Commissioners and Chaplains of various stations the number of Private European Schools and of the scholars reading in them. So far as I have been able to ascertain, there were 9 of these on the 31st of March last,—4 for boys and 5 for girls. The most important of these are the two Upper Grade schools in Simla, one of which is managed by the Revd. G. W. Tomkins, M.A., and the other by Colonel James. All the other schools are of the Primary grade, and, as usual, subject to much fluctuation. The total number of scholars in these Private Schools is 105, which gives an average of 11 pupils to each school. These Private Schools fulfil a distinct purpose, as they are able to restrict their attention to the children of one class of society only, and to teach the subjects specially desired by the parents."

SECTION B.—MUHAMMADANS.

General statistics.

182. The table on the next page gives the number of Muhammadans attending the various institutions, public and private, at the end of the year. Similar returns of the Hindús and Sikhs are included for the sake of contrast.

Numbers under instruction.

183. The total number of Muhammadan pupils fell during the year from 139,767 to 128,879, or by nearly 8 per cent. The decrease was exclusively on the boys' side, and chiefly in the Private Schools. On the girls' side, there is an increase, in both classes of schools, amounting in the total to a little over 25 per cent. In the Public Schools for boys, there was a decrease of 1,089 pupils, owing mostly, it is believed, to enhanced fees. In Private Schools for boys, the decrease amounted to 12,735, owing to the decision arrived at last year to exclude from the returns all schools with less than 6 pupils, which mainly affected Qurán Schools. The percentage in attendance on schools of all kinds of boys of a school-going age has decreased from 15·14 to 13·5; whereas on the girls' side, this percentage has risen from 1·59 to 2. The corresponding returns for Hindús and Sikhs are not very different. In Public Schools for boys, however, whereas the percentage for Muhammadans is only 5·93, for Hindús it is 11·08, and for Sikhs 13·84. The difference for Girls' Schools is not so great, being ·53 for Muhammadans and ·79 for Hindús. The above figures point, of course, to vast room for educational enterprise, only about 1 in 8 Muhammadan boys being yet under instruction, and 1 in 50 girls. The Hindú girls are worse off, being less than one in 100.

Higher education of Muhammadans.

184. The general percentages in the last paragraph are determined chiefly by the numbers in the elementary schools, the numbers reading above the Primary stage being comparatively so small as to all but disappear in working out a total average. Yet, it is probable that we can gauge the attitude of the people towards education more from what is taking place above than below. This is especially the case with Muhammadan education, seeing that, until recently, they chiefly held aloof from instruction in English, and from the higher education to which it leads. This is no longer the case; and there is now as great an increase in the

TABLE SHOWING THE NUMBER OF MUHAMMADANS, HINDUS, AND SIKHS IN ATTENDANCE AT THE VARIOUS EDUCATIONAL INSTITUTIONS.

	Muhammadans.				Hindus.				Sikhs.			
	1890-91.	1889-90.	Increase.	Decrease.	1890-91.	1889-90.	Increase.	Decrease.	1890-91	1889-90.	Increase	Decrease.
SCHOLARS IN INSTITUTIONS FOR MALES.												
Arts Colleges, English ..	74	92	...	18	271	226	45	..	36	31	5	...
Oriental College	49	50	...	1	19	25	...	6	11	6	5	...
Medical College	24	15	9	...	76	68	8	...	11	5	6	...
In Secondary Stage. Anglo-Vernacular	2,410	2,210	200	...	5,134	4,882	252	...	716	694	22	...
In Secondary Stage. Vernacular ...	1,212	1,121	91	...	2,190	2,179	11	...	567	517	50	...
In Primary Stage	45,914	47,261	...	1,347	56,474	57,143	...	669	11,710	11,575	135	...
In Training Schools	128	110	18	...	183	184	.	1	31	21	10	...
In School of Art	58	48	10	...	19	21	..	2	39	27	12	...
In Law School	13	8	5	...	46	44	2	...	6	2	4	...
In Medical School	68	73	...	5	75	93	...	18	24	21	3	...
In Industrial Schools .	183	232	...	49	47	27	20	...	112	98	14	...
In Other Special Schools .	63	65	...	2	10	14	...	4	10	11	...	1
Total Public Institutions ..	50,196	51,285	...	1,089	64,544	64,906	...	362	13,273	13,008	265	...
Scholars at Private Schools	64,050	76,785	...	12,735	22,582	22,195	387	...	4,894	5,508	...	614
Total Scholars at Institutions of all kinds	114,246	128,070	...	13,824	87,126	87,101	25	...	18,167	18,516	...	349
Percentage on boys of school-going age of—												
Scholars in Secondary Stage of Anglo-Vernacular Schools	28	·26	·02	...	88	·83	·05	...	75	·72	·03	...
Scholars attending Public Institutions	5·93	6·06	...	·13	11·08	11·14	...	·06	13·84	13·56	·28	...
Scholars attending Institutions of all kinds	13·50	15·14	...	1·64	14·96	14·95	·01	...	18·94	19·30	...	·36
SCHOLARS IN INSTITUTIONS FOR FEMALES.												
In Secondary Stage. Anglo-Vernacular	2	...	2	...	...	1	...	1	...	..	...	...
In Secondary Stage. Vernacular ...	22	17	5	...	24	20	4	...	7	16	...	9
In Primary Stage	3,894	3,656	238	...	3,802	3,575	227	...	1,461	1,435	26	...
Total at Public Schools ...	3,918	3,673	245	...	3,826	3,596	230	...	1,468	1,451	17	...
Scholars at Private Schools	10,715	8,024	2,691	...	885	1,027	...	142	251	197	54	...
Total Scholars at Schools of all kinds	14,633	11,697	2,936	...	4,711	4,623	88	..	1,719	1,648	71	...
Percentage on girls of school-going age of—												
Scholars attending Public Schools	·53	·50	·03	...	·79	·73	·06	...	2·03	2·00	·03	...
Scholars attending Schools of all kinds	2·00	1·59	·41	...	·97	·95	·02	...	2·38	2·28	·10	...

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Muhammadans

attendance of Muhammadans on institutions for advanced education as of Hindús. In schools for Secondary Education, there is an increase of about 9 per cent., especially in Anglo-Vernacular Schools. In Technical institutions, the numbers are also well maintained generally. The decrease in Industrial Schools is due to the closure of the school at Qasúr, in the Lahore District, which was attended exclusively by Muhammadans. The fall of 18 in the Arts Colleges is probably owing to the high rates of fees now charged. There is no doubt that there is a steadily growing appreciation among the Muhammadan community of an advanced, but especially of an English, education. Here and there, Muhammadan gentlemen and societies continue to evince their interest by opening new schools for the benefit of their co-religionists. In Dera Isma'íl Khán, a school has recently been opened by the Anjuman-i-Islámiya, and it has already about 90 scholars. The award of Jubilee Scholarships has everywhere acted as a great stimulus to the cause of higher education.

Schools for the special benefit of Muhammadans.

185. The schools for the special benefit of Muhammadans remain as last year, with the addition of the recently opened school at Dera Isma'íl Khán. The chief of these are the Anglo-Arabic School at Delhi, with 393 pupils, and the Islámiya High School at Amritsar, with 388. The Anglo-Arabic School, maintained from the proceeds of the Itimâd-ud-Dowla Fund, which has done so much for the improvement of Muhammadan education in Delhi, has been passing through a crisis owing to the rise of sectarian feeling, and has temporarily lost a considerable number of pupils. The Managing Committee, however, have taken the matter in hand, and, by the abolition of all sectarian distinctions, it is hoped that harmony and popularity will soon be restored. The appointment of a Managing Sub-Committee will also, it is supposed, have a good effect. What has aggravated the circumstances is the opening of a new opposition school in the city, where no fees are charged. On this point the Inspector remarks, "that the aim of the Unaided School at Delhi has really been to discredit the Anglo-Arabic School, supposed to be too much under Shiá influence." The school at Amritsar continues to flourish alongside of the largest Municipal Board School in the Province. The Madrasat-ul-Muslimín of Lahore is steadily rising in importance. The Haqqání School at Ludhiána was split into two institutions during the year, under separate management, and both appear to be prospering.

SECTION C.—NATIVE CHIEFS.

The Aitchison College. Number of scholars.

186. The number in attendance on the Aitchison College rose during the year from 68 to 76. Three others attended the Lahore Government College for instruction. Of those actually reading in the College, 18 were in the High Department, 26 in the Middle, and 32 in the Primary. The increase is satisfactory, and indicative, not only of the growing popularity of the institution, but also of an increased desire on the part of the Chiefs and gentry of the Province to secure a suitable education for their children.

Condition of the classes and examination results.

187. The appearance of the classes in the Inspector's examination is favourably reported on. Nine boys presented themselves for the Entrance Examination of the Punjab University, and 5 passed. Of these, 4 had previously appeared for the Calcutta Entrance Examination, of whom 1 passed. In the Middle School Examination, 5 out of 9 candidates were successful. All the candidates in the Upper Primary Examination, 10 in number, passed; and 5 out of 8 passed by the Lower Primary Standard. The Inspector observed much variation in the proficience of the scholars in the same

class, and of the same scholars in different subjects; but this state of things is inseparable from an institution like this, and recruited, as this is, in its formative stage. Chap VII, C, 188. Native Chiefs

188. During the year the new building, which is handsome, spacious, and convenient, was occupied; and this has, no doubt, added to the attractiveness of the institution. The class-rooms are of sufficient size, airy, and well furnished; the quarters for the boarders are all that could be desired; the arrangements made for their comfort and supervision are complete; the grounds are extensive; and, as Dr. Stulpnagel remarks, if the excellent arrangements made both for the instruction, mental and physical, and for the boarding, were known, all the available accommodation would soon be taken up. New building and general arrangements

189. This excellent institution has made great progress during the year; the tone, *esprit*, and discipline are now of an order worthy of a Chiefs' College; and for this state of things the Chiefs and the pupils are indebted to the very popular Governor, and his energetic staff. Progress during the year

190. It is not very easy to gather reliable statistics regarding the sons of gentlemen of rank—(1), because the distinction, gentlemen of rank, is variously interpreted, and (2), because District Officers occasionally do not supply the information. The latter difficulty will now disappear, inasmuch as this return is to be specifically named in the Code. The former will, however, remain; although, I suppose, men of acknowledged family rank are meant. Education of the sons of gentlemen of rank

191. Following, as usual, the returns of the inspectional Circles, Delhi gives only 5 sons of Sardárs, or men of rank,—one in the Gurgáon District, and 4 in Umballa. Of these, one (Sardár Autár Singh of Manaulí) is reading with a tutor. The remaining 4 are attending Municipal Board Schools. In the Jullundur Circle, excluding the Hoshiárpur District, the return of which is not forthcoming, there are 97 boys of family rank, 5 of whom attend the Aitchison College, 59 attend Board or Aided Schools, 17 are under Private tuition, 2 are at Arts Colleges, 5 are at home after completing their education, and the remaining 9 seem to be receiving no instruction. In the Lahore Circle, the return given concerns only Wards of Court, the most of whom attend the Aitchison College. The remainder read in Board Schools. It may be presumed that, in this Circle, the sons of native gentlemen, who are not Wards of Court, are educated very much as in the Jullundur Circle. In the Ráwalpindi Circle, besides 6 boys reading in the Aitchison College, 4 attend Board or Aided Schools, and 21 are educated at home, mostly according to purely Oriental methods. From the Deraját Circle, several of the sons of the Nawábs and Kháns attend the Aitchison College; but most of them read in the Board Schools. One, 'Abdul Hakím Khán, son of Khán Bahádur Azím Khán Kundí, is reading for the Bar in England. The institutions chiefly attended

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SECTION D—LOW CASTES

192. Special schools exist for the education of low-caste boys in the Delhi, Gurgáon, Simla, Amritsar, Gurdáspur, Gujránwála, Siálkot, and Ráwalpindi Districts,—all supported by Missionary Societies. In the Gurgáon District, special efforts are also made to encourage the education of Mína boys, by the offer of small stipends; but this has not, up to the present, been attended with much success. The Sánsís of the Siálkot District have taken more kindly to education, with some satisfactory results. None Special schools for low-caste children

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of the Public Schools of the Province, however, are really closed to low-caste children, and frequently such boys are to be found attending the ordinary schools; but they have to sit at a respectful distance from the others, frequently outside the door, and can scarcely be said to get a full share of the instruction.

Baptist and S. P. G. Mission Schools.

193. The schools of this class in the Delhi, Gurgáon, and Simla Districts are maintained by the Baptist Mission, and in the Delhi District, partly by the S. P. G. Mission. The number of schools has declined from 13 to 10, and the number of scholars from 355 to 235. The instruction is of a very elementary nature, and, in most cases, is given through the medium of Nágrí.

Amritsar and Gurdáspur Schools.

194. In the Amritsar District there is one school, and in the Gurdáspur District there are 13 schools, exclusively for low-caste boys. There were 17 such schools in both Districts in the previous year. The numbers have also fallen from 525 to 410. The Amritsar School is under the Church Mission Society; and the schools in the Gurdáspur District are maintained by the American Mission. These schools were all examined for grants during the year, and appear to have done fairly well.

Gujránwála and Siálkot Schools.

195. More is being done for the education of low-caste children in the Gujránwála and Siálkot Districts than anywhere else in the Province. The work is in the hands of the Scotch, American, and Church of England Mission Societies. There are altogether 105 schools in the two Districts, with 2,368 scholars, of whom 527 are Christians. There are two schools less than last year; but the scholars have increased by 562. Only 23 of these schools have yet presented themselves for examination under Chapter III, Section B, of the Code, and these belong to the Church Mission Society. The other schools, the Inspector says, are holding back till they see what effect will be produced, in a mission point of view, by the grant system. Chapter III, Section B, concerns Low-Caste Schools; but should these children, when converted, retain the distinction of low castes? That seems to be the point of difficulty. In Siálkot, there is an Anglo-Vernacular Middle School maintained by the American Mission for this class of children. The school is a boarding institution, and has about 100 scholars, all Christians. Last year, it sent up 3 candidates to the Middle School Examination, all of whom passed. There is also an Upper Primary Anglo-Vernacular School, attached to the Mission High School at Gujránwála, for the same class of children, with 54 pupils. There is a Vernacular Primary School for low-caste children in the Ráwalpindi District. Altogether, an extensive and excellent work of this nature is being carried on in the Ráwalpindi Circle.

No special schools exist for the education of boys of low castes in the Jullundur or Deraját Circle.

CHAPTER VIII.

PRIVATE SCHOOLS.

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Definition and classification of Private Schools.

196. As explained in last year's report, all schools which do not present pupils at the ordinary examinations are classed as *Private Schools*. These are chiefly Indigenous Schools, which include Arabic, Persian, and Sanskrit Schools, Mahájaní Schools, Schools teaching mainly a Vernacular language, and schools which teach religious books by rote. Schools which do not come under any of these heads, but which are still Private Schools, as not preparing their pupils for the ordinary examinations, are returned under the sub-head of Other Schools. There is a tendency on the part of the 'Indigenous Vernacular' and 'Other' Schools to leave their own system, and seek to prepare for the ordinary examinations. In doing so, they, of course, cease to be Private Schools. The 'Other' Schools, I should explain, are chiefly Elementary Schools for low-caste children, and Adventure Schools opened by teachers formerly employed in Board Schools, or by educated youths who, not being able to find other employment, take to the schoolmaster's profession as a means of earning a living.

Statement of Private Schools and Scholars.

197. The following table ontrasts the number of Private Schools of different kinds for native children, and the number of scholars attending them, for the last two years. The return of Private Schools for European children is given in the previous Chapter:—

		Number of Schools.				Number of Scholars.			
		1890-91.	1889-90.	Increase	Decrease.	1890-91.	1889-90.	Increase	Decrease.
Arabic and Persian Schools		665	796	...	131	7,520	10,541	...	3,021
Sanskrit Schools		129	148	...	19	1,888	2,054	...	166
Mahájaní Schools		318	351	...	33	9,538	8,804	734	...
Indigenous Vernacular Schools.	For Boys	1,107	1,285	...	178	21,163	21,537	..	374
	For Girls	51	62	...	11	737	765	...	28
Schools teaching religions books by rote	For Boys	3,884	4,605	...	721	47,078	58,154	...	11,076
	For Girls	918	715	203	...	10,319	7,473	2,846	...
Other Schools	For Boys	207	208	...	1	6,063	5,732	331	...
	For Girls	24	25	...	1	901	1,132	...	231
Total		7,303	8,195		892	105,207	116,192	..	10,985

The decrease accounted for.

198. The decrease of both schools and scholars under this head continues to be very marked. Last year the fall, which was greater than that now recorded, was attributed to the exclusion from the returns of schools having less than six scholars, of which there were many. This cause, no doubt, still operates to some extent; but I am inclined to attribute the variation mainly to the incompleteness of the returns. They are collected by persons who have

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little or no interest in the matter, who are practically irresponsible, and to whom the change of the locality of a school, or its temporary closure, at the time of collecting the statistics, would be readily accepted as a proof of its extinction. This is a matter which I hope to give particular attention to very shortly.

Analysis of the decrease, &c.

199. The total decrease in the number of schools is nearly 11 per cent., as compared with about 29 per cent. in the previous year, and, in the number of scholars, about 9·5 as compared with a little over 14 per cent. The decrease is largely in Boys' Schools for religious instruction, and chiefly in the Ráwalpindi and Deraját Circles; and, in this connection, the increase of Girls' Schools for religious instruction, mostly in the same two Circles, is remarkable. It is, however, as Mr. Thompson points out, not to be understood that the additional Girls' Schools of this class are new ones, but merely that this year they have come under the notice of the collectors of Private Schools' statistics for the first time. Next to the Boys' Schools for religious instruction, the fall was mostly in the Indigenous Vernacular Schools, and in Schools for Arabic and Persian. The Mahájaní Schools, whilst diminished in number, show a considerably increased attendance. This is, no doubt, to be accounted for by the diversion to Private Schools of the pupils of a number of Board Mahájaní Branch Schools, which were closed during the year. The present returns give 6,310 Boys' and 993 Girls' Private Schools in the Province, with 93,250 scholars in the former, and 11,957 in the latter. Considerably more than one-half of the boys, and nearly three-fourths of the girls, belong to schools which teach religious books by rote, and therefore learn very little.

Private Schools examined for Grants.

200. Since 1885-86 efforts have been made to induce Private Schools to add the elements of useful knowledge to their schemes of instruction by the offer of grants-in-aid; and the endeavour continues to meet with success. The following table shows the number of such schools examined for grants during the year, the number of scholars attending them, the number of passes by the various standards, the amount of grants earned, and the whole contrasted with the returns of the previous year:—

		1890-91.	1889-90.	Increase.	Decrease.
Number of Institutions	Indigenous Schools	276	202	74	...
	Other Schools	136	120	16	...
	Total	412	322	90	...
Number of Scholars	Indigenous Schools	10,216	7,434	2,782	...
	Other Schools	5,229	4,262	967	...
	Total	15,445	11,696	3,749	...
Number of Passes by	First Standard	2,791	2,065	726	...
	Second ,,	1,576	1,179	397	...
	Third ,,	855	571	284	...
	Fourth ,,	469	326	143	...
	Fifth ,,	218	142	76	...
	All Standards	5,909	4,283	1,626	...
Amount of Grants earned	Attendance Grants	5,488	3,906	1,582	...
	Instruction Grants	13,063	8,065	4,998	...
	Staff Grants	8,672	5,716	2,956	...
	Total Grants	27,223	17,687	9,536	...

The increase and prospects.

201. There is, it will be observed, an increase under all the heads, 90 schools having been examined more than in the previous year, and 3,749 scholars. Under 'Indigenous Schools,' the increase was, as heretofore, chiefly in Vernacular Schools, with Urdú as the medium of instruction; while under 'Other Schools,' it was about equally divided between Elementary Schools for low-caste children and Adventure Schools, both also mostly using Urdú. A few Girls' Schools were examined during the year; and it is expected that, with the enhanced Staff Grants, recently sanctioned, the number applying to be examined will steadily increase. The Lahore and Ráwalpindi Circles have, as yet, made the most advance in this respect; and the Jullundur Circle made the most progress during the past year. Several District Inspectors have made a name for themselves by special activity in this direction. It is a line in which there is plenty of scope for all; and it is the line which will soon have to be looked to as the chief means for the extension of popular education. With a fair amount of useful knowledge added on to these 7,303 schools of such various types, there would cease to be room to blame the Department for the stereotyped character of its educational system.

Effect of departmental influence.

202. It is allowed by the Inspecting Officers, that the effect of the departmental influence on the schools examined for grants is to improve the discipline as well as the character of the instruction imparted in them. On this point, the Inspector of the Lahore Circle remarks:—"Altogether, it may be said that the movement is gaining ground, and the system of giving grants is increasing in popularity. Many of the teachers have qualified themselves during the year for Staff Grants by passing the Upper Primary Examination; while some of those who are incapable of improving their own knowledge, have engaged qualified Assistants, especially in the Amritsar District, to teach Arithmetic and Geography. It is satisfactory to note also, that, as a rule, amicable relations exist between the teachers of Indigenous Schools and those of Board Schools in the neighbourhood, and that the Inter-School Rules regarding the admission of boys from one school into another are frequently observed." Dr. Stulpnagel had just explained how to make the grant-in-aid system known in parts of his Circle, the District Inspectors had had the special rules printed in Urdú and Panjábí, and widely distributed among the schools concerned. This example might, with advantage, be followed generally.

CHAPTER IX.

PREPARATION AND DISTRIBUTION OF TEXT-BOOKS.

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The Text-Book Committee.

203. The chief agency for the preparation of the books required by the Department is the Text-Book Committee, to which belongs the duty of determining what books are required for the schools, and of arranging for their preparation. The Committee also examines any books that may be referred to it, or to the Department, and, if these are approved, recommends them for use in schools, for school or college libraries, or for patronage in some manner. It has now also the further duty of devising means for the encouragement of Vernacular Literature.

The Mufíd-i-'Am Press.

204. The contract for the printing, sale, and distribution of the departmental text-books with the Mufíd-i-'Am Press of Lahore was renewed during the year. When books have been approved by the Text-Book Committee for use in schools, they are handed over to the Proprietor of the Mufíd-i-'Am Press to be printed and published. The Committee keeps an eye on the work of the Press; but this is chiefly done by the Registrar, Education Department, who, in addition ~~of~~ his other duties, carefully inspects all the books, maps, &c.—and every new edition of them—prepared for the Department. The Proprietor of the Mufíd-i-'Am Press is also required to keep a supply of all books used in the schools, which are otherwise published. It will be readily understood that to keep abreast of the wants of schools of all kinds throughout the Province, is no very easy task; and it is due to Munshi Gulább Singh, the Proprietor, to say that he continues to discharge all the parts of his undertaking with efficiency and promptitude, at the same time that he maintains the improved style of vernacular printing introduced by the Department.

Report of the operations of the Text-Book Committee.

205. The report of the operations of the Text-Book Committee for the year, with appendices showing the list of members, the various Sub-Committees, the books examined and approved during the year, the new books prescribed or recommended for libraries, the additions to the Library of Reference, which the Committee is gradually forming, and the matters still under consideration, is printed as Appendix M.

Work done by the Committee.

206. It appears from the report that twenty-four meetings were held during the year—five of the General Committee, and nineteen of the various Sub-Committees. More meetings were held in the previous year; but there has been no falling off in the activity of the Committee, or in the importance of the work accomplished. The Technical Sub-Committee was especially active,

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Preparation and Distribution of Text-Books

having drawn up a course of instruction for Technical Schools, got prepared different courses of Physical Training, and arranged for the preparation of a Manual for Teachers, an Agricultural Reader, a Manual of Précis Writing and Drafting, a Mahájaní Arithmetic, and some others. The English Sub-Committee did some good work, especially in connection with the new scheme of technical terms and their transliteration. The Vernacular Language Sub-Committees dealt specially with the new literary course for Normal Schools, and the translating, for the use of Girls' Schools, of Mrs. Steel's Good House-Mother. There is scarcely a matter connected with the departmental readers, or the schemes of study, on which the Text-Book Committee is not being constantly consulted. It is, indeed, a standing Conference of the best kind, and of immense use to the Province. The report notices certain changes in the membership of the Committee, and the re-election for another two years of the present very able Secretary.

Work done by the Translating Staff of the Central Training College.

207. Standing midway between the Text-Book Committee and the Mufíd-i-'Am Press is the Translating Department of the Central Training College. This consists of the 1st and 2nd Assistant Masters, who, in addition to their teaching duties, and under the supervision of the Principal, have to do such literary and translating work as may be required of them by the Department. During the past year, besides translating all the departmental circulars and the Education Code, they compiled the Geographies of four Districts, revised four others, compiled a number of lessons for the Fourth and Fifth Urdú Readers, and reviewed for the Text-Book Committee upwards of one hundred books. The chief contributors to this commendable tale of work were Lálá Jíyá Rám, M.A., afterwards transferred to the Government College, Lálá Súraj Naráyan, and Munshí Nazar Muhammad, B.A.

Report of the Registrar, Education Department.

208. The report of the Registrar, Education Department, which is printed as Appendix L., deals with four matters—(1), the final disposal of the stock of the old Book Depôt; (2), the Secretariat books in the hands of Munshí Guláb Singh for sale; (3), certain credits to Government by the Registrar; and (4), the Government share in the departmental text-books published by Munshí Guláb Singh.

The old Book Depôt account.

209. At the end of last year there was a balance of Rs. 225-15-7 against Munshí Guláb Singh on account of stock purchased from the old Book Depôt. He had also books on commission sale of the nominal value of Rs. 174-6-0. The balance was paid during the year and the books returned. In the previous year, most of the books had been sold; but Rs. 685-5-7 remained outstanding against the purchasers. In April 1890 all the remaining books were sold by auction, including those returned by Munshí Guláb Singh. These realised Rs. 296-13-3, leaving altogether Rs. 982-2-10 to be made good. Of this, Rs. 800-4-0 were recovered, leaving a balance of Rs. 181-14-10 still to be realised before this long standing account can be closed.

The Secretariat books.

210. The account of the Secretariat books on commission sale remains as last year, no sales having been effected during the year.

Registrar's credit to Government.

211. The Registrar sold spare copies of registration books, and some unserviceable furniture, for which he realised Rs. 253-10-9, crediting the amount to Government.

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Preparation and Distribution of Text-Books.

The arrangement with the Mufíd-i-'Am Press, as publishers for the Department, secures to Government 10 per cent. of the price of the books sold. This amounted to Rs. 6,519-11-10 for the year, of which Rs. 5,016-8-2 was paid, leaving a balance of Rs. 1,503-3-8 outstanding against the publisher. The money realised in this way is put to the credit of the Text-Book Committee, to meet the cost of their establishment, and the maintenance of their library, and to enable them to remunerate authors and to encourage literature. As the Secretary has explained in his report, a further sum of Rs. 3,000 annually is to be placed at the Committee's disposal for the supply to school libraries of books of moderate price, which it is desirable that such libraries should have, and which yet the schools could not well be required to purchase.

J. SIME,

Director of Public Instruction, Punjab.

APPENDIX A.

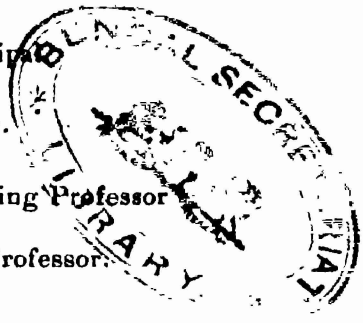
REPORT ON THE GOVERNMENT COLLEGE, LAHORE, FOR THE YEAR 1890-91.

I have the honor to submit the Annual Report of the Lahore Government College for the year 1890-91.

Staff.

1. The staff of the Government College on 31st March, 1891, was as follows :—

1. E. S. Robertson, Esquire, M.A., Officiating Principal.
2. W. Bell, Esquire, M.A., Professor of Philosophy.
3. J. C. Godley, Esquire, B.A., Professor of History.
4. J. C. Oman, Esquire, Professor of Science.
5. Bábú Sashí Bhúshan Mukarjí, M.A., B.L., Officiating Professor of Mathematics.
6. Golak Náth Chattarjí, Esquire, B.A., Assistant Professor.
7. Lálá Ruchí Rám, M.A., Assistant Professor.
8. Lálá Jíyá Rám, M.A., Officiating Assistant Professor.



Changes in the Staff.

2. Early in the year under review, Mr. V. C. S. O'Connor was appointed to officiate as Assistant Professor in the Lahore Government College in place of Bábú Sashí Bhúshan Mukarjí, appointed to officiate as Professor of Mathematics. Mr. V. C. S. O'Connor joined the College on the forenoon of the 22nd April, 1890, and relinquished charge of his duties on the afternoon of the 19th May, 1890, in order to take up permanent work in the Accountant-General's Department. Mr. O'Connor was succeeded by Lálá Jíyá Rám of the Central Training College, Lahore, who joined the Lahore Government College on the forenoon of the 7th June, 1890.

Number and distribution of students on 31st March, 1891.

3. The following statement gives the number and distribution of students in the College on the 31st March, 1891, and compares this year's figures with those of the corresponding period in 1889-90 :—

NUMBER AND DISTRIBUTION OF SCHOLARS AT THE CLOSE OF THE YEAR.

		1890-91.	1889-90.	Increase.	Decrease.
Intermediate Class...	First year ...	18	21	...	3
	Second year ...	21	32	...	11
B. A. Class ...	Third year ...	43	19	24	...
	Fourth year ...	26	35	...	9
M. A. Class		5	8	...	3
	Total	113	115	...	2

The table makes it appear that this year there is a slight decrease in the number of students, but matters hardly stand so, as, besides the above-mentioned regular students, we had eight casual students on our rolls at the close of the year. These casual students are not included in the tabulated statement. Nevertheless, it must be admitted that the total number of students in this College continues to be small, compared with the totals of a few years ago. The reason of this reduction is patent to all who know anything of recent educational developments in the Punjab; our fees are decidedly high; and several other Colleges offer teaching with two advantages which I adverted to in a previous Report as local convenience and cheapness. I do not anticipate our securing a greater proportion of University Entrance candidates until we are able to raise the *esprit* of our College by influences beyond those of mere class-room drudgery, although results show that our class-room work is second to none in the Punjab. The new Boarding House, the new gymnasium, and the new cricket-ground, will greatly help us in developing the influences I hope for. In a year or two, the College should present to parents and scholars many attractions

Appendix A.

Government College, Lahore.

of which it can scarcely boast at present. The Boarding House, especially, should aid us in establishing a healthy combination of discipline and *camaraderie* among our students. It will be noticed that, in comparison with some of the years gone by, it is the attendance on our junior classes that has suffered. The fact that our upper classes have not suffered shows that it is competition in the lower branches of University Education, and not the want of fitness in our teachers, that has pulled down our numbers.

I stated in my last year's Report that "in the year 1890-91 we shall have more candidates for the M. A. degree than we have ever had before, and indeed we anticipate that our upper classes in general will be increased in the coming year by about 30 per cent." The number of candidates registered in the M. A. class at the beginning of the year was 14, a number that fell to 5 owing to various causes (chiefly defection of students after the Law Examinations) at the close of the year. Similarly, there was an increase of about 30 per cent. at the beginning of the year in the total of our third and fourth classes, which fell to about 22 per cent. at the close of the year. The drop here was caused mainly by the inability of certain students to maintain the stress of paying the high fees.

The average number on the rolls during the year was 113, the average daily attendance 102; the corresponding return for 1889-90 was 101, and the average daily attendance 92. This shows the averages for the year under report to be better than those of the last year.

Direct expenditure and fees.

4. The following statement gives information as to Direct expenditure and fees for 1890-91, and compares these items with those for 1889-90:—

EXPENDITURE ON ESTABLISHMENTS AND CONTINGENCIES.

From	1890-91	1889-90	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	39,412	46,821	.	7,409
Fees	9,397	6,086	3,311	.
Total . .	48,809	52,907	..	...

From the above statement it will appear that there is a considerable increase in the tuition fees realised during the year, and a considerable decrease on expenditure incurred during the year as compared with 1889-90.

The increase in the tuition fees is due to two facts—(1), the students in the first and third years, and most of those in the M. A. class, had to pay the higher fees that came into force in 1890; (2), the average number of students in the College was greater than that of the previous year.

Expenditure on scholarships.

5. The following is the statement of expenditure on scholarships for 1890-91 and 1889-90:—

STATEMENT OF SCHOLARSHIPS.

		1890-91.	1889-90	Increase.	Decrease.
		Rs	Rs.	Rs.	Rs.
Expenditure.	Provincial Revenues	3,597	3,414	183	.
	Municipal Funds	527	309	218	.
	University Funds	2,830	2,431	399	
	Other sources	85	514	...	429
	Total	7,039	6,668	371	...

STATEMENT OF SCHOLARSHIPS—*concluded.*

		1890-91.	1889-90.	Increase.	Decrease.
Number of holders of	Government and University open scholarships	32	24	8	..
	Jubilee scholarships	11	8	3	...
	Zamíndárí scholarships ...	1		1	...
	Other scholarships . .	8	8	...	...
	Total	52	40	12	...

The amount spent in scholarships from Provincial, Municipal and University Funds exceeds the amount spent in 1889-90, the number of scholarship-winners in our College having been greater than in the previous year. This is satisfactory. Under the head "Other Sources" the amount contributed for scholarships is less than the last year. This sum was granted by the Anjuman-i-Islámia, Amritsar. In 1889-90, the Anjuman-i-Islámia, Amritsar, granted Rs. 514, entirely as an extra, to help four "failed" B. A. students to take their Degrees. This year the Anjuman confined its aid to one Muhammadan scholar, who had come to us from the Municipal Board College, Amritsar. The increase in the amount of Municipal scholarships occurs, because the Amritsar Municipality granted four scholarships to students from the Amritsar District reading in the B. A. classes at the Lahore Government College.

Classification of students according to race, creed, &c.

6. The following statement gives the classification of students according to race, creed or sect on the 31st March, 1891 :—

Classes	Hindús.	Muhammadans.	Sikhs.	Christians.	Total.
V year class ...	3	1	1	...	5
IV year class ...	14	10	2	...	26
III year class ...	32	8	3	...	43
II year class ...	13	4	3	1	21
I year class .	12	6	...	...	18
Total ..	74	29	9	1	113

In 1889-90 there were at the close of the year 66 Hindús, 41 Muhammadans, 6 Sikhs, and 2 Christians. The two points to be noted are the falling off in the number of Muhammadan students (a fact probably to be accounted for by our rate of fees), and an interesting increase in the number of Sikh students.

Appendix A.

Government College, Lahore

Results of Examinations.

7. The following statement gives the results of the various Arts Examinations held in 1890-91 as compared with 1889-90 :—

RESULTS OF EXAMINATIONS.

		1890-91.	1889-90.	Increase.	Decrease.
F. A., Calcutta ...	Candidates ...	1	1	...	...
	Passes ...	..	...	...	...
Intermediate, Punjab	Candidates ...	17	31	...	14
	Passes ...	12	25	..	13
B. A., Punjab ...	Candidates ..	26	37	...	11
	Passes ..	19	20	...	1
M. A., Punjab ...	Candidates ...	2	3	...	1
	Passes ...	2	...	2	...

It appears from the above statement that the total of candidates for the various examinations has decreased from 1889-90. The proportion of passes, however, has considerably increased. For the Calcutta F.A., one went up and failed—0 per cent. In the Punjab University Intermediate, 12 passed out of 17 candidates—71 per cent. In the Punjab University B.A. Examination, 19 passed out of 26 —a little over 73 per cent. For the M.A. Examination, two went up and both passed—100 per cent. I may mention that the results of the Degree Examinations this year are the best that have ever been attained in this institution.

In the Intermediate Examination of the Punjab University, one candidate passed in the First Division, 4 passed in the Second Division, and 7 passed in the Third Division. The only Intermediate candidate who passed in the First Division of the University's list was a Government College student. The candidate who headed the B.A. list appeared, indeed, as a private student, but had studied for four years in our College, and was compelled to study privately during 1890-91, because he could not go on paying our fees, and our half-fee list was full. In the University list of B.As. there is no First Division this year. Nine students of this College passed in the Second Division securing the 2nd, 4th, 6th, 7th, 8th, and 15th places, and 10 students passed in the Third Division.

One M. A. English Literature candidate passed in the Second Division, clearing over 50 per cent. in each of his papers, and an average of over 60 per cent. The same result was achieved by a Government College student, who insisted on undergoing examination for the M. A. Philosophy Degree after only one year of study with Professor Bell. As he had not completed the ordinary two years' course, he went up on his own responsibility as a private candidate ; but he passed brilliantly, and I think the College is entitled to congratulate itself in having produced a B. A. who could achieve this Degree in the Second Division with such comparative ease ; while the interest and the high quality of instruction that must have been accorded to this student by Professor Bell reflect the greatest credit upon that gentleman.

The Government College candidate, who went up for his M. A. in Mathematics, and who was taught by Officiating Professor Sashi Bhúshan, passed in the Third Division.

I consider that these results in the M. A. Examination are due to the fact that, although the regulations of the College only require Professors to "superintend" M. A. candidates, the Professors have, during the last two years, voluntarily emphasised their interest in such candidates by giving them not less, and often more, than one hour of teaching every day. I may note, however, that while thus surrendering part of their leisure to these students, the Professors are sometimes disappointed to find that these students are only taking the classes as a by-the-bye, while working for outside examinations or waiting for appointments. For instance, this

year, a student, who was really hanging on for a definite appointment, obtained Professor Godley's teaching for some months and then obtained the appointment and went off. Professor Godley's labour thus going for nothing, so far as any examination results go. During the last two years, 16 students have entered for the English Literature M. A. class, but very few of them even made an attempt to pass the M. A. Examination. Ganga Sahái, who passed M. A. from this class this year, is almost the only one of these 16 students who has not also been working for the Law Examination. The Law Examination requires candidates to pass by an average of 60 per cent. of marks. It is quite evident, therefore, that no student can successfully work for both the M. A. and the Law Examination.

Results of examinations in each subject

8. The following statement compares the results of examinations in each subject with the results for 1889-90 :—

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

			English.	Arabic.	Sanskrit.	Persian.	Mathematics, A Course.	Mathematics, B Course.	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
Intermediate Examinations.	Candidates	1890-91	17	2	4	12	17	..	16	1	...	10
		1889-90	31	3	6	23	31	...	30	..	...	13
		Increase	.	.	..	..	...	..	.	1	...	...
		Decrease	14	1	2	11	14	...	14	...	...	3
	Passes	1890-91	17	2	1	10	16	...	14	1	...	8
		1889-90	31	3	5	20	29	...	29	..	.	12
		Increase	.	.	..		...	..	..	1	...	...
		Decrease	14	1	4	10	13	.	15	...	..	4
B. A. Examination.	Candidates	1890-91	26	5	2	22	8	3	16	5	...	3
		1889-90	37	6	1	36	12	3	21	8	...	8
		Increase	.	.	1	.	.	..	...	...	...	...
		Decrease	11	1	...	14	4	..	5	3	...	5
	Passes	1890-91	22	5	1	22	5	2	14	5	...	3
		1889-90	23	5	.	32	10	2	13	8	..	6
		Increase	...	...	1	.	.	...	1	. .	..	..
		Decrease	1	...	...	10	5	...	...	3	..	3
M. A. Examination.	Candidates	1890-91	1	. .	...	.	1	...	...	..	..	...
		1889-90	2	...	.	.	1	..	...	...	...	...
		Increase	..	...	..	..	...	..	...	...	...	...
		Decrease	1	...	..	...	...	...	..	...	...	...
	Passes	1890-91	1	...	...	.	1	...	...	...	...	...
		1889-90	...	...	..	..	..	..	...	...	...	...
		Increase	1	...	...	..	1	...	...	..	...	...
		Decrease	..	.	...	...	..	..	...	...	...	..

From the above statement it would appear that the results in each subject for the Intermediate Examination are good, with the exception of Sanskrit, where only one passed out of four. The figures in English and Arabic are as good as could be; and so they were last year. The teachers of the English classes, Professor Godley and Assistant Professor Jíyá Rám, are especially worthy of compliment on these results, as the number of candidates sent up from their classes was much larger than the number of Arabic candidates.

The following table shows the percentage of passes for each Intermediate subject in 1890-91 and 1889-90 :—

	1890-91. Per cent.	1889-90. Per cent.
English	100	100
Arabic	100	100
Sanskrit	25	83
Persian	83⅓	87
Mathematics	94	94
Philosophy	87½	97
Physics and Chemistry	80	93
History and Political Economy	100	No candidate.

Appendix A. Government College, Lahore.

The following table shows the percentage of passes for each B. A. subject in 1890-91 and 1889-90 :—

	1890-91. Per cent.	1889-90. Per cent.
English	85	72
Arabic	100	83
Sanskrit	50	(Only one candidate).
Persian	100	89
Mathematics, A Course	62½	83
Mathematics, B Course	66⅔	66
Philosophy	87½	62
History and Political Economy ...	100	100
Physics and Chemistry	100	75

These results are obviously satisfactory on the whole, although one of the two candidates in Sanskrit unfortunately failed, and so the average in that subject drops to 50 per cent. I could have wished the result in Mathematics a little nearer the ideal. The average in Philosophy is notably good, as a number of candidates were examined in this subject.

The percentages of English B. A. passes from our College in Punjab University Examinations have been as follows :—

1883-84	58	per cent.
1884-85	77	,,
1885-86	57	,,
1886-87	70	,,
1887-88	69	,,
1888-89	31	,,
1889-90	72	,,
1890-91	85	,,

The English results of this year's examination are thus shown to be comparatively good. There is no doubt that in the B. A. Examination Examiners look much more to the quality of the language used than they do in the Intermediate where knowledge of five books is the chief test. Composition is the weak point of the Punjab students. In the coming year special English composition classes are to be held in our College. This is an arrangement that I have been happy to arrive at in consultation with Mr. Godley, our Professor of History, for whose interest and accommodating spirit in the matter I feel indebted.

The results of the M. A. Examination I have referred to in paragraph 7.

The following table shows the M. A. results of the Punjab University since 1882 when it came into existence :—

1882-83	Two candidates who both failed.
1883-84	One candidate who failed.
1884-85	Four candidates who all passed.
1885-86	Four candidates of whom two failed.
1886-87	Two candidates who both failed.
1887-88	Three candidates who all failed.
1888-89	Eleven candidates of whom nine failed.
1889-90	Three candidates who all failed.
1890-91	Three candidates (see para. 7) who all passed.

It will thus appear that since the foundation of this University the M. A results have never been so good as in this year, except in the phenomenal year 1884-85.

Physical training and games, College Debating Club.

9. The amount realised during the year on account of subscription to the College Union Club amounted to Rs. 307, against Rs. 258 for 1889-90. The amount was spent on gymnastic and cricket apparatus, and the supply of a large number of periodicals for the Reading Room, where interesting debates were held throughout the year. In connection with the Club a creditable public performance of the "Trial Scene" from the "Merchant of Venice" was given by the students in November. A music class was started in connection with the Reading Room, and Mr. Baker, of the Municipal Board School, Lahore, kindly delivered lectures on music to an interested class during the cold weather. This experiment, which was instituted with the view of teaching the elements of solo and part singing to such students as volunteered to learn the subject, will be continued next session. I have to thank Mr. Baker for the patience and judgment with which he conducted the class. His labour was given gratuitously out of love for music.

Appendix A.

Government College, Lahore.

10. The two Boarding Houses, one for the Hindús and the other for the Muhammadans, have been maintained in connection with this College during the year, and they were carefully superintended by the Officiating Vice-Principal. It is hoped that our new Boarding House, destined for the reception of both Hindús and Muhammadans, will be ready for occupation ere the vacation is over. The Presbyterian Church near the College has been acquired, and is being converted into a gymnasium for the College. The old dâk bungalow now adjoining the College is being reconstructed as a residence for the Principal or Vice-Principal. The out-houses hitherto occupied by servants of the College have been demolished, and new out-houses are being built. The very large compound behind the College, hitherto rather an unsightly waste, is being levelled and laid out as a cricket-ground. All these improvements cannot fail to influence the usefulness and prosperity of the College. I may be allowed to thank the Government for the liberality they have shown in effecting these changes for us at a considerable expense. The expenditure of Rs. 110 per mensem at present sanctioned for boarding house purposes will have to be revised in view of the opening of our new boarding house. I hope shortly to submit my proposals on the subject.

Boarding House.

11. The conduct of the students throughout the year has been all that could be desired. Evening lectures of a moral tendency have been delivered in College during the year by Messrs. Bose, Robertson, Bell, Sashí Bhúshan Mukarjí, and Protúl Chandra Chattarjí. The subjects treated by these gentlemen, respectively, were—"Morality apart from Religion;" "A Liberal Education, its True End and Value;" "Health and Recreation;" "True Manhood;" and "The Life of Buddha." These lectures were attended by students of the College and the general public, and most of them have been published.

Conduct of the students. Moral instruction.

12. A number of standard books were added to the Library during the year. The Library was used with advantage by many of the students, but a re-arrangement of the books and a catalogue are called for.

College Library.

13. I have in conclusion to express my deep obligations to my colleagues for the very efficient manner in which they have all performed their duties.

Services of the Staff.

ERIC S. ROBERTSON,
Offg. Principal, Government College, Lahore.

Appendix B.

St Stephen's Mission College. Delhi.

APPENDIX B.

REPORT ON ST. STEPHEN'S MISSION COLLEGE, DELHI, FOR THE YEAR 1890 91.

Staff.

No change has taken place in the teaching staff of the College during the year under report.

Number and distribution of students.

2. The following table shows the number and distribution of students on 31st March, 1891, as compared with those of the corresponding date last year:—

NUMBER AND DISTRIBUTION OF SCHOLARS AT THE CLOSE OF THE YEAR.

		1890 91.	1889-90.	Increase.	Decrease.
Intermediate Class.	First year ...	20	14	6	...
	Second year ...	15	15	...	...
B. A. Class ...	Third year ...	7	1	6	...
	Fourth year ...	2	11	...	9
	Total ...	44	41	3	...

The average number of students on the rolls was 45, and the average daily attendance was 41, as compared with 45 and 40 respectively for the year 1889-90.

The distribution of the students as regards race and religion was as follows:—

Christians	2
Hindús	36
Mussalmáns	6
	44

Expenditure

3. The following table gives the details of expenditure for the past year, as compared with that of 1889-90:—

EXPENDITURE ON ESTABLISHMENTS AND CONTINGENCIES.

From	1890-91.	1889-90.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	5,400	5,400	...	...
Municipal Funds	1,200	1,200	...	...
Fees	3,169	2,745	424	...
Endowments and other sources ...	7,589	8,122	...	533
Total ...	17,358	17,467	...	109

The amount spent on the College Library during the year was Rs. 249. I have not yet heard whether it would be possible to allow Aided Colleges a small grant-in-aid annually towards the purchase of books. It would be a great boon both to Professors and students.

Half fees.

The number of students on half fees during the year was five.

Appendix B.

St. Stephen's Mission College, Delhi.

Scholarships.

4. The following table shows the number of scholarship-holders, and the sources from which their scholarships were defrayed :—

STATEMENT OF SCHOLARSHIPS.

		1890-91.	1889-90.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
Expenditure.	Provincial Revenues ...	224	613	...	389
	District Funds	...	26	...	26
	Municipal Funds	96	72	24	...
	University Funds	144	306	...	162
	Other sources	434	594	...	160
	Total	898	1,611	...	713
Number of holders of	Government and University open scholarships ...	4	4	...	...
	Jubilee scholarships ...	1	1	...	...
	Other scholarships ...	3	4	...	1
	Total	8	9	...	1

The number of students receiving stipends from the Mission on the terms sanctioned by Government during the year was three. The expenditure on these, amounting to Rs. 223, has not been included in the above statement.

Results of Examinations.

5. The following table shows the results of the examinations held in 1891, as compared with the results of the preceding year :—

RESULTS OF EXAMINATIONS.

		1890-91.	1889-90.	Increase.	Decrease.
Intermediate, Punjab.	Candidates ...	15	15	...	...
	Passes ...	8	11	...	3
B. A., Punjab ...	Candidates ...	2	11	...	9
	Passes ...	2	7	...	5

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

				English.	Arabic.	Sanskrit.	Persian.	Mathematics, A Course.	Mathematics, B Course.	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
F. A. and Intermediate Examinations.	Candidates ...	1890-91	...	15	1	3	11	15	...	14	2	...	8
		1889-90	...	15	2	7	6	15	...	15	3	...	10
		Increase	...	...	...	...	5	...	...	...	...	...	...
		Decrease	...	...	1	4	...	...	...	1	1	...	2
	Passes ...	1890-91	...	13	1	2	10	10	...	14	2	...	7
		1889-90	...	14	2	5	5	13	...	14	2	...	9
		Increase	...	...	...	...	5	...	...	...	...	...	...
		Decrease	...	1	1	3	...	3	...	...	...	...	2
B. A. Examination.	Candidates ...	1890-91	...	2	...	1	1	...	...	1	1	...	...
		1889-90	...	11	1	6	5	4	...	3	7	...	5
		Increase	...	...	...	...	...	...	...	...	...	...	...
		Decrease	...	9	1	5	4	4	...	2	6	...	5
	Passes ...	1890-91	...	2	...	1	1	...	...	1	1	...	...
		1889-90	...	7	1	4	5	3	...	3	7	...	3
		Increase	...	...	...	...	...	...	...	...	...	...	...
		Decrease	...	5	1	3	4	3	...	2	6	...	3

Appendix B.

St. Stephen's Mission College, Delhi

In addition to the B. A. candidates on the rolls, one Muhammad Ashraf, who had been a casual student, went up as a regular student and passed. I am not quite clear whether this was according to rule. There is no ruling at present in the Code to guide Aided Colleges in regard to casual students. As I understand the case, they are *bonâ fide* students, and if they elect to go up for an examination while on the rolls as casual students, they can hardly be sent in as private students. This is a point which should, I think, be clearly settled for future guidance in such cases. The decision of the late Educational Conference, if approved by Government, will tend to give a further status to and increase the number of these students. It should, therefore, be clearly laid down whether, if they go in for University Examination, they are to be sent up as College or private students. If the former, they would naturally be included in the Statistical Returns of the College, which sends them up. This time the name of the student referred to has not been so included.

The small number of B.A. candidates this year is due to the great failure of two years ago. Since then the Higher Examinations have been conducted with great fairness, and though in some cases the papers are still not all that can be desired, the general conduct of the examinations leaves little or no ground for complaint. I wish to put on record my sense of the great debt we owe to Dr. Stein, the present Registrar of the University, for the unremitting zeal and ability he has displayed in the discharge of his office, especially as regards the conduct of the Higher Examinations. If the same measure of success has not attended the working of the Lower Examinations, and especially the Entrance, this is in no way due to any failure on his part. It arises from the persistent opposition still offered in some quarters to the plans that have been suggested for the appointment of Moderators. I quite admit that the arguments which have been adduced by the opponents of this measure (one I may mention supported by all the Educational authorities in the Province who have been consulted) are cogent and perhaps, in the existing state of things, conclusive against the employment of Moderators in the Higher Examinations. But it has been satisfactorily shown that Moderators could be appointed for the Middle and Entrance Examinations without being liable to the objections raised in the case of the higher ones. It should be distinctly understood, I think, that Moderators are needed quite as much to see that the papers set are not below the proper standard as to guard against their being too high. There can, I think, be no doubt that the occurrence of such a result as that of the Mathematical test this year in the Entrance is a very serious fiasco in our examination system. That some 70 *per cent.* of the boys sent up can pass in one paper (and that quite up to the standard required), and that yet such a very large proportion of them should fail in the test as a whole, does not reflect credit on the examination.

Physical training and games.

6. Gymnastic has not progressed so much as I could have wished, and it is increasingly hard to make College students realize its importance. Until it is more insisted on as a necessary part of a certificate in cases where physical development is of real advantage to the public service, I do not think there is much chance of its becoming more popular. Cricket and lawn-tennis have both maintained their popularity.

Boarding House.

7. The number of students in the Christian Hostel has been two ; in the Non-Christian Boarding House attached to the College, four. The new Boarding House will be ready in October, and will, I expect, attract many to live there who now prefer to lodge in the city. The conduct of all has been excellent.

Conduct of the students.

8. There is nothing special to report under this head. The behaviour of the students has been excellent.

Moral instruction.

9. Besides the regular religious instruction, there have been frequent lectures given by visitors, both European and Indian, generally during College hours, and attended by all the students. The Shakespeare Reading class has continued, and with most beneficial results, both as regards the reading of the students, and the interest they have come to take in the plays themselves.

A conversation class has been held once a fortnight. It affords a very pleasant and useful way of discussing informally many social and other subjects. There are not many members, but those who come are very regular and much interested.

Appendix B.

St. Stephen's Mission College, Delhi.

10. The number of books taken out during the year was 486. Besides the College Library, the Club and District School Libraries are largely used by the students.

Library.

11. The only point I have to report on this head is the progress made in the new College. It is now on a fair way to completion, and will be ready for us to go into it, if all be well, next October.

Progress.

General Remarks.

12. Two native gentlemen have kindly given prizes in the College this year:—One Lála Rang Lál, B. A., Barrister-at-Law, who gave a prize for the best student in Essay composition. The other donor is the brother of a Sikh student, who died two years ago. He has endowed a prize for Elocution in the Intermediate.

So far, I regret to say, the animadversions of Government have produced no effect on the *Raises* of the city. Not a single gentleman of independent means and position has offered a single prize for any subject or distinction in any Educational Institution (except one of old standing in the Anglo-Sanskrit School). If possible, I think it would be well for the Director, on the occasion of his next visit to Delhi, either to interview the leading gentry or call a public meeting with a view to evoking a better spirit in this matter. The liberality shown by the *Raises* in contributing to the Athletic prizes in the Maconachie Shield Competition shows what they can do, if they really care for the object in view.

S. S. ALLNUTT,

28th April, 1891. *Principal, St. Stephen's College, Delhi.*

Appendix C.

Report on the Mission College, Lahore.

APPENDIX C.

ANNUAL REPORT OF THE LAHORE MISSION COLLEGE FOR THE YEAR 1890-91.

Number and distribution of scholars at close of the year :—

		1890-91.	1889-90.	Increase.	Decrease.
Intermediate Class	First year ...	44	46	...	2
	Second year ...	49	64	...	15
B. A. Class ...	Third year ...	25	16	9	...
	Fourth year ...	16	10	6	...
	Total ...	134	136	...	2

Expenditure on Establishment and Contingencies has been :—

	1890-91.	1889-90	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	3,600	3,600	...	...
Fees	5,927	5,227	700	...
Subscriptions	12,334	12,093	241	...
Total ...	21,861	20,920	941	...

Statement of scholarships held by students attending this College :—

		1890-91.	1889-90.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
Expenditure from	Provincial Revenues ...	4,158	3,494	664	...
	Municipal Funds	820	748	72	...
	University Funds	612	808	...	196
	Other sources	240	338	...	98
	Total ...	5,830	5,388	442	...
Number of holders of	Government and University open scholarships ...	22	23	...	1
	Jubilee scholarships ...	8	11	...	3
	Other scholarships ...	12	10	2	...
	Total ...	42	44	...	2

RESULTS OF EXAMINATIONS.

		1890-91	1889-90.	Increase.	Decrease.
F. A., Calcutta University.	Candidates ...	1	1	..	...
	Passes ..	...	1	..	1
B. A., Calcutta University.	Candidates .	1	...	1	...
	Passes ...	.	...		.
Intermediate, Punjab University.	Candidates .	47	62		15
	Passes ...	30	48	...	18
B. A., Punjab University.	Candidates ...	16	10	6	..
	Passes ...	10	4	6	...

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

				English.	Arabic.	Sanskrit.	Persian.	Mathematics.	Philosophy.	History and Political Economy.	Botany.	Physics and Chemistry.
F. A., Intermediate and B. A. Examinations.	F. A. and Intermediate Candidates.	1890-91	...	47	11	12	34	47	47	1	...	18
		1889-90	...	62	9	7	55	62	62	6	...	28
		Increase	...	...	2	5	..	...	...	...	...	...
		Decrease	...	15	...	...	21	15	15	5	..	10
	Passes ...	1890-91	...	45	8	9	27	39	36	1	..	7
		1889-90	...	61	9	6	47	59	58	6	...	27
		Increase	...	..	..	3	.	.	.	...	...	...
		Decrease	...	16	1	...	20	20	22	5	...	20
	B. A. Candidates ...	1890-91	...	16	2	7	8	11	8	5	...	2
		1889-90	...	10	...	4	6	3	4	6	2	...
		Increase	...	6	2	3	2	8	4	...	...	2
		Decrease	...	...	...	...	...	...	...	1	2	...
	Passes ..	1890-91	...	14	2	4	8	9	7	5	...	1
		1889-90	...	5	...	...	6	1	...	6	2	...
		Increase	...	9	2	4	2	8	7	...	...	1
		Decrease	...	...	...	...	...	...	...	1	2	...

The number of students in attendance has been almost exactly the same as last year. The second year class was smaller than usual, owing to the very large number of successful candidates in the Intermediate Examination of 1890. Of the comparatively few of our students who failed in that examination, four seem to have abandoned the effort to pass.

We have been well satisfied with the results of the work done, in so far as they are shown by the University tests.

Every member of the 2nd and 4th year classes, who wished to appear from our College in the University Examinations, was permitted to do so. All but two availed themselves of this permission. Of these, one was a member of the 2nd and the other of the 4th year class.

Of the thirty young men who were successful in the Intermediate Examination, fifteen were placed in the Second Division, of whom two are entitled, in virtue of their position in the passed list, to Government, and three to University, scholarships. One of our students has gained the Aitchison-Rám Ratan Scholarship of Rs. 16 per mensem for standing first in Sanskrit in the Intermediate Examination—a distinction now gained for three successive years by students from this College. The student of our 4th class, who two years ago won this scholarship, has, in the recent B. A. Examination, gained the Aitchison-Rám Ratan Scholarship of Rs. 25 per mensem for taking the highest place in Sanskrit in that examination.

Five of our B. A. candidates passed in the 2nd Division, and two of these are entitled to scholarships, besides the one alluded to above as having stood first in Sanskrit.

Appendix C.

Report on the Mission College, Lahore.

The University test in Sanskrit would seem likely to result in causing students to avoid the study of the subject for the B. A. Degree. Twelve students in the Province took up the subject, of whom seven were from this College. Of the 12, five passed, of whom four were our students. In contrast with this it may be noted that out of more than forty candidates who appeared in Persian, not one failed. I am not prepared to believe that this disparity is due to the superior quality of the teaching of Persian in the Province.

Physical Training.

Mention has been made in previous reports of our efforts to secure attention to physical exercise. We cannot report any marked success achieved. The boarders are required to take part in some form of physical exercise each day. Cricket and tennis are engaged in by some, but the number of those who evince any great enthusiasm for such sport is small.

Boarding Houses.

As our Boarding Houses only afford accommodation for sixty students, we were obliged, early in the year, to rent a house, to provide for those who came to us from stations other than Lahore, but for whom there was no room in the Boarding Houses.

Conduct.

Cases of discipline have been few. For unexcused absence from lectures or examinations, fines have been imposed. The great majority of young men with whom we have had to deal have been characterized by their obedience to rules, respectful deportment towards their teachers, and diligence in study. There have been exceptions, but these have been surprisingly few.

In the study of such questions as belong particularly to the hour devoted to religious teaching, the young men have manifested very considerable interest. Frequent lectures have been delivered by members of the College Staff and others. These have been very well attended and highly appreciated by the students.

A total Abstinence Society exists in connexion with the College, of which the majority of the students are members.

Literary Society.

The Literary Societies afford to the young men a field for practice in the use of English, and are attended by all. Each of the Societies has as its presiding officer one of the Professors. A very interesting feature of these Societies has been the contests in Essay, Oration and Debate, which have been held between the respective Societies.

Library.

A liberal grant of good books has been made to us by the Punjab Religious Book Society, and a number of others have been purchased.

LAHORE MISSION COLLEGE:
The 21st April, 1891.

J. C. R. EWING, D.D.,
Principal, Lahore Mission College.

APPENDIX D.

CHAPTER III.--UNIVERSITY EDUCATION FROM INSPECTOR'S REPORT OF THE LAHORE CIRCLE.

The number of Colleges in the Lahore Circle remains the same as last year. Of these there is really only one which confines its teaching up to the Intermediate Standard; but, as I have noticed both the Dayánand Anglo-Vedic College at Lahore and the Municipal Board College, Amritsar, in my last Report, and as this procedure is to be followed this year likewise according to the instructions conveyed in your letter No. 684, dated 1st April, 1891, I shall take both these Collegiate Institutions separately, merely premising that they contained in the aggregate 82 students on the 31st March.

A.—DAYANAND ANGLO-VEDIC COLLEGE, LAHORE.

The College Department of the Anglo-Vedic Institution at Lahore was first opened in 1888. Since that time the numbers have been steadily increasing. The present numerical strength of this College is 61, against 38 last year, and of this number 36 are returned as being in the first year and 25 in the second year class, showing an increase of 13 and 10 students, respectively, during the year under report. The Direct expenditure incurred upon the College Department during the past year was Rs. 3,036, against Rs. 4,468 in the previous year. The apparent reduction, I believe, is owing to the distribution of expenditure over the College and School Departments in the case of those paid teachers who are engaged both in the College and the School. The Indirect expenditure amounted to Rs. 630, the greater part of which was devoted to the maintenance of the Boarding House. The income from tuition fees last year was Rs. 1,487, against Rs. 853 in the previous year.

No Government scholarships are tenable in this College. The Dayánand College has been again successful at the last Intermediate Examination of the Punjab University. Out of 25 students presented, 13 have proved successful. Last year 11 candidates passed out of 15 sent up. The decrease in the proportion of passes is general in the Province, and is probably due to the strict application of the tests. A remarkable fact connected with this College, which lays special stress upon the teaching of Sanskrit, was the disastrous result in this subject. Out of six students who had taken up Sanskrit as their second language, only one satisfied the Examiner.

The authorities have not yet been able to do anything towards encouraging physical education. They have, however, opened a Boarding House in a place close to the College premises, where 25 boys find accommodation. A fee of 8 annas per mensem is charged for every boarder.

The institution certainly suffers from want of a good house, and its scholars, therefore, will have to put up with many inconveniences until this great want has been supplied. Considering the many difficulties the Dayánand College has to contend with, it may be said with justice that its progress during the past school year has been satisfactory.

B.—MUNICIPAL BOARD COLLEGE, AMRITSAR.

Like the Dayánand College in Lahore, the Amritsar Board College was opened in 1888, the intention being to provide for those boys whose home was in Amritsar, and who had passed the Entrance Examination, a Collegiate education as far as the Intermediate Standard without proceeding to any distant place. I think the Amritsar Board College has been fairly successful in its efforts, though I doubt whether, under present circumstances, the Collegiate classes will show a great numerical increase in the future. On the 31st March, 1890, there were 17 students in both classes; on the same date this year the rolls contained 21 students, 13 of whom were in the first year and 8 in the second year class. The amount expended by the Municipality in maintaining the College Department of their Board School was Rs. 4,972, towards which the tuition fees realized from the students contributed Rs. 973. During the year under report the Direct expenditure decreased by Rs. 213, and the amount derived from fees increased by Rs. 303 when compared with those of 1889-90. The fees charged in the Municipal Board College are at the rate prescribed for Aided Institutions. This concession, though temporary, was made owing to the necessity of the circumstances.

Appendix D.

Report on the Lahore Circle.

The result of this year's Intermediate Examination was not so good as I had expected. The whole class, consisting of 8 students, was sent up, but only 3 passed. The statement of failures, furnished by the Registrar of the University, shows that all the candidates had obtained qualifying marks in English. This alone tends to prove that, even in the case of unsuccessful candidates, the students have derived an advantage which will tell in their future career. Of the failures, one occurred in Sanskrit, one in Arabic, one in History, one in Mathematics, two in Persian, and two in Philosophy. I think I am quite justified in stating that the comparatively moderate results this year did not arise from inefficient teaching. Last year 5 out of 9 candidates were successful.

There were 4 scholarship-holders in the Amritsar Municipal Board College. One student in the second year class was in receipt of a Government Jubilee scholarship, another held an open scholarship in the first year class, the third a Jubilee scholarship in the first year class, and the fourth an exhibition of Rs. 5 per mensem to be repaid after completion of the course of studies.

Cricket is played by the students of the College classes, and they had matches with the teams composed of boys reading in the High and Middle Departments of the School. They take, however, more kindly to tennis, which is played on a good lawn at the back of the School building.

There is no special Boarding House attached to the College, partly because nearly all the students reside with their relatives in the city, partly also because sufficient accommodation exists in the School Boarding House for any out-station students. At the end of the past year one College student was actually in residence in the Boarding House, and he was appointed to act as monitor and help the Superintendent.

The general conduct of the students has been good throughout the year.

The Principal of the Municipal Board College, Amritsar, reports he has been on the whole pleased with the work done by the students, though he finds fault with their frequently inadequate preparation at home. I have little doubt that with more home work the students would make greater progress.

APPENDIX E.

CHAPTER III.—UNIVERSITY EDUCATION FROM INSPECTOR'S REPORT OF THE RAWALPINDI CIRCLE.

(*a*).—NUMBER AND DISTRIBUTION OF SCHOLARS.

The only College for natives in the Circle is under the Scotch Mission Society at Siálkot. Instruction there is carried on up to the Intermediate Standard, and at the end of the year there were 16 students, 6 in the 1st year, and 10 in the 2nd year class, showing an increase of 5 over the previous year.

(*b*).—EXPENDITURE.

The College as yet gets no aid from Provincial Revenues, while the expenditure from local sources has increased, with the exception of that from "Other sources" and Subscriptions, making, on the whole, a total decrease on the previous year's expenditure.

EXPENDITURE ON ESTABLISHMENTS AND CONTINGENCIES.

From	1890-91.	1889-90.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
District Funds	225	...	225	...
Municipal Funds	200	100	100	...
Fees	434	220	214	..
Subscriptions	...	40	...	40
Endowments and other sources ...	5,966	6,789	...	823
Total ...	6,825	7,149	...	324

(*c*).—FEES.

The income from fees is almost double of what it was during the previous year, but the rates levied during this year were not, so far as I think, according to the Code, owing to a mistake made by the Principal of the College. He was under the impression that the students who first joined the College at the beginning of its existence were to have the privilege of paying 50 per cent. lower during the 2nd year, according to Article 178, whereas that Article distinctly states that this privilege is only to extend during "the first year of the existence of the College," and not that students first joining were to pay 50 per cent. lower the whole time they were in it.

(*d*).—SCHOLARSHIPS.

The number of scholarships has increased for the year under review, and the increased expenditure comes from University Funds, while that from Provincial Revenues shows a decrease.

STATEMENT OF SCHOLARSHIPS.

	From	1890-91.	1889-90.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
Expenditure.	Provincial Revenues	88	120	...	32
	University Funds	276	...	276	...
	Total ...	364	120	244	...
Number of holders of	Government and University open scholarships	2	1	1	...
	Jubilee scholarships . ..	1	...	1	...
	Total ...	3	1	2	...

Appendix E.

Report on the Rawalpindi Circle.

(*e*).—RESULTS OF EXAMINATIONS.

In March, 1891, this College competed at the Intermediate Examination of the Punjab University for the first time, and the results may be considered as successful, 7 having passed out of 10 candidates.

(*f*).—PHYSICAL TRAINING, GAMES, &c.

The College students have the use of the gymnasium provided for the High School attached to the College.

(*g*).—BOARDING HOUSE.

Those College students who are outsiders are to be located in the same Boarding Houses as are provided for the students of the High School attached to the College; but at present none of the College students avail themselves of this privilege.

(*h*).—CONDUCT OF STUDENTS.

The conduct of the students during the year is reported to have been very good.

(*i*).—GENERAL PROGRESS DURING THE YEAR.

The increase of students, and the success at the late Intermediate Examination, and the improvement in the income from fees, all show that satisfactory progress was made during the year.

APPENDIX F.

REPORT ON THE ORIENTAL COLLEGE, LAHORE, FOR 1890-91.

The actual expenditure on the Oriental College during the year 1890-91 has been as follows:—

	College.			*School.*			*Total.*		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Establishment and Contingencies ...	21,509	12	9	4,915	2	7	26,424	15	4
Scholarships, &c.	5,060	6	11	675	1	1	5,735	8	0
Total	26,570	3	8	5,590	3	8	32,160	7	4

Being an increase of Rs. 1,678-6-10 on the previous year.

The income of the College during the year from fees for tuition, &c., has been—

	Rs.	a.	p.
In the College Department	431	13	0
In the School Department	34	0	0
Total	465	13	0
Savings from Stipends	21	15	4
GRAND TOTAL ...	487	12	4

NUMBER OF SCHOLARS ON THE ROLL ON 31ST MARCH, 1891.

College Department.

Reading for Degrees—		
For the M. O. L. Degree in Arabic		3
For the B. O. L. Degree in Urdú		5
Total ...		8
Reading for the Intermediate Examination—		
For the Intermediate Examination in Urdú		10
Ditto ditto in Hindí		1
Total ...		11
Reading for the Oriental Examination—		
For the Shástrí or Honors in Sanskrit...		5
Do. Vishárada or High Proficiency in Sanskrit		9
Do. Maulaví Fázil or Honors in Arabic		13
Do. do. 'Alim or High Proficiency in Arabic		13
Do. Munshí Fázil or Honors in Persian		6
Do. do. 'Alim or High Proficiency in Persian ...		7
Do. High Proficiency and Honors is Gurmukhí		7
Total ...		60
The total number of students in the College Department ...		79

School Department.

Reading for the Entrance Examinations—	
For the Entrance Examination in Urdú	12
Ditto ditto in Hindí	3
Total ...	15
Reading for the Oriental Titles Examinations—	
For Proficiency in Sanskrit	13
Ditto in Arabic	6
Ditto in Persian	8
Ditto in Gurmukhí	7
Total ...	34
The total number of students in the School Department ...	49

Appendix F.

Report on the Oriental College.

The number of students divided according to race or creed, reading or each course on 31st March, 1891, was as follows :—

Courses.	Native Christians.	Hindús.	Muhammadans.	Sikhs.	Total.
COLLEGE DEPARTMENT.					
Reading for Degrees, M. O. L. Course... ...	...	...	3	...	3
„ „ B. O. L. „	...	1	3	1	5
„ „ the Intermediate Examination ..	...	3	5	3	11
„ „ Honors in Sanskrit	...	5	...	...	5
„ „ High Proficiency in Sanskrit ...	...	9	...	...	9
„ „ Honors in Arabic	...	...	13	...	13
„ „ High Proficiency in Arabic ...	...	...	13	...	13
„ „ Honors in Persian	...	...	6	...	6
„ „ High Proficiency in Persian ...	...	1	6	...	7
„ „ Honors in Gurmukhí	...	...	...	3	3
„ „ High Proficiency in Gurmukhí ..	...	...	...	4	4
Total College Department ...	...	19	49	11	79
SCHOOL DEPARTMENT.					
Reading for the Entrance Examination, Oriental Faculty	...	5	9	1	15
„ „ Prajna or Proficiency in Sanskrit	...	13	...	...	13
„ „ Maulaví „ in Arabic	...	...	6	...	6
„ „ Munshí „ in Persian	...	...	8	...	8
„ „ Buddhimán „ in Gurmukhí	...	1	...	6	7
Total School Department ...	...	19	23	7	49

The number of scholarship-holders and stipendiaries on 31st March, 1891, and the average expenditure per student, was as follows :—

College Department.		*No.*	*Average expenditure per student per mensem.*
Government scholarship-holders	...	7	10·2
University „	...	21	7·9
Endowed or Special* „	...	9	8
Stipendiaries	...	25	3·1
Getting no scholarship or stipend	...	19	...
Total	...	81	
School Department.			
University scholarship-holders	...	5	5
Endowed or Special	...	3	2·6
Stipendiaries	...	11	2·1
Getting no scholarship or stipend	...	30	
Total	...	49	

*Includes the Bahawalpur Arabic Scholar and Dr. Rattigan's Sanskrit Scholar who did not belong to any of the College classes.

The following table shows the number of students of each class who went up for the University Examinations in 1891 and of those who passed :—

Classes.		Number on the Roll on 31st March, 1891.	Went up for Examination.	Number passed.	Percentage of passed students.	Remarks.
1		2	3	4	5	6
Arts ...	Entrance, 2nd year { Hindí	1	1	...	...	
	Entrance, 2nd year { Urdú	7	7	4	57	
	Intermediate, 2nd year ...	5	5	3	60	
	B. O. L., 2nd year ...	3	3	2	66	
Sanskrit ...	Proficiency, 2nd year ...	7	7	6	85	
	High Proficiency, 2nd year	5	5	3	60	
	Honors, 2nd year ...	2	2	2	100	
Arabic .	Proficiency, 2nd year ...	1	1	1	100	
	High Proficiency, 2nd year	7	7	6	85	
	Honors, 2nd year ...	6	6	6	100	
Persian ..	Proficiency, 2nd year ...	4	4	1	25	
	High Proficiency, 2nd year	3	3	3	100	
	Honors, 2nd year ...	3	3	1	33	
Gurmukhi ...	Proficiency	2	2	2	100	
	High Proficiency	2	2	2	100	
	Honors in Gurmukhí ...	3	...	...	...	
	Total ...	61	58	42	72·4%	

The following table shows the number of students on the rolls on March 31st, 1891, in the Government College, Lahore, who received instruction in Oriental Languages in the Oriental College :—

Name of Language.	Name of Class.				Total.	Remarks.
	B. A. Class.		*Intermediate Class.*			
	2nd year.	1st year.	2nd year.	1st year.		
Sanskrit	2	3	3	4	12	
Arabic	4	3	2	5	14	
Persian	22	22	12	13	69	
Arabic and Persian ...	3	1	...	3	7	
Grand Total ...	31	29	17	25	102	

Appendix F.

Report on the Oriental College.

The following table shows the number of students of the Government College, Lahore, taught by Oriental College teachers, who took up Sanskrit, Arabic or Persian at the B. A. and the Intermediate (Arts) Examinations, 1891, and of those who passed *in these languages* :—

Classes.		Number on the Roll on 31st March, 1891.	Went up for the Examination.	Number passed in Oriental Languages.	Percentage of passes in Oriental Languages.	Remarks.
1		2	3	4	5	6
Sanskrit ...	B. A.	2	2	1	50	
	Intermediate ...	3	3	1	33	
Arabic ...	B. A.	4	4	3	75	
	Intermediate ...	2	2	2	100	
Persian ...	B. A.	22	22	22	100	
	Intermediate ...	12	12	10	83	
Total ...		45	45	39	86·6%	

Instruction in English.

During the school year 1890-91 the tuition in English, which had been introduced since 1888 into the classes reading for Oriental Titles, has been continued and extended on the lines indicated by the recommendations of the Sub-Committee which had been appointed to consider the re-organization of the Oriental College.

In addition to the four classes already in existence at the end of the previous school year, a new class was opened for students who joined the Oriental Titles Classes at subsequent periods without having received previous instruction in English. The classes organized for tuition in English during 1890-91 have thus been as follows :—

I.—Higher Middle Class.—For students who had attended the English Middle Class since 1888, or had received an equivalent amount of tuition in English previous to their joining the College. This class having attained by the close of 1890 the standard prescribed for the Middle School Examination, proceeded during the remaining three months of the year under report on a course adapted to that followed in the IV Class of High Schools.

II.—Lower Middle Class.—Attended by students who had begun the study of English without previous instruction when English tuition was introduced into the Oriental College in 1888. This class was taught, as in the previous school year, in two divisions :—

(A).—Comprising students belonging to the Sanskrit and Gurmukhí Departments.

(B).—Comprising students reading in the Arabic and Persian Departments.

III.—Third Primary Class.—For students who had received English tuition in the Oriental College since the beginning of the school year 1889-90.

IV.—Second Primary Class.—For students who had attended the Lower Primary Class in the previous school year.

V.—First Primary Class.—For students who had been admitted since the 1st April, 1890, without possessing any previous knowledge of English.

Oriental College Library.

During the year 1890-91 the Library of the College has been enlarged by considerable additions, for which Rs. 503-12-5 were spent. As in previous years, the purchases were chiefly intended to provide the College with critical editions of Oriental Classics and other philological publications, by the use of which both teachers and students would be enabled to acquire a better knowledge of the methods of Western philological research, and of the results obtained through it in the various departments of Oriental studies.

To the liberality of the Asiatic Society of Bengal the Library owes the present of a set of the Society's latest publications of Sanskrit, Arabic and Persian texts in the "Bibliotheca Indica."

The total number of works added during 1890-91 amounts to 81 in 117 volumes, of which 41 works have reached the Library as presents from the Asiatic Society of Bengal and private donors.

House Examinations.

During the year 1890-91, fifteen House Examinations by means of written papers have been held for each class of the Oriental College and School under the superintendence of the Principal. These House Examinations embraced all subjects taught in the Degree and High School Classes. For the Oriental Titles Classes, thirteen House Examinations were held in the different branches of the Oriental Languages and Literatures taught, and two House Examinations in English.

For the I-year Classes of the College and School an Annual Examination was held at the close of the school year 1889-90, comprising eight written papers.

Prizes had been offered by the liberality of Bábú P. C. Chatterji, M.A., B.L., Faqír Saiyad Jamál-ud-dín, and others, to the students standing highest in the Annual Examination of the above-named classes, and these were publicly distributed in the Government College Hall on the 5th June, 1890, by the Vice-Chancellor of the Punjab University.

Appendix F.

Report on the Oriental College.

STATISTICAL RETURN OF THE ORIENTAL COLLEGE, LAHORE, FOR THE YEAR 1890-91.

1	2	3	4	5	Number of Scholars on the 31st March learning			Classification of Scholars on the 31st March according to Race or Creed.							Expenditure from							22
	Number of Institutions.	Number of Scholars on the Rolls on 31st March, 1891.	Average number on the Rolls monthly during the year.	Average daily attendance.	English.	A Classical language.	A Vernacular language.	Europeans and Eurasians.	Native Christians.	Hindús.	Sikhs.	Muhammadans.	Others.	Provincial Revenues.	Local Rates or Cesses, (i. e., District Funds).	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Remarks.
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
STATISTICS AND DIRECT EXPENDITURE.														Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Expenditure on Establishment and Contingencies, excluding Indirect expenditure as below	1	79	77 2	62 22	50	79	26	...	...	19	11	49	...	10,029	204	642	432	951	8,283	20,541	
INDIRECT EXPENDITURE.																					
Scholarships and Stipends	...	...	...	...	...	...	...	...	...	...	...	...	...	2,246	103	175	...	259	2,278	5,061	
Extraordinary expenditure on Apparatus	...	...	...	...	...	...	...	...	...	...	...	...	...	39	3	5	...	8	65	120	
Boarding House	...	...	...	...	...	...	...	...	...	...	...	...	...	279	11	36	...	54	468	848	

STATISTICAL RETURN OF THE ORIENTAL COLLEGE SCHOOL, LAHORE, FOR THE YEAR 1890-91.

	Number of Scholars on the Roll on 31st March, 1891.					Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Scholars on 31st March, 1891.			Classification of Scholars on the 31st March according to Race or Creed.						Expenditure from						
	(a) In High stage.	(b) In Middle stage.	(c) In Upper Primary stage.	(d) In Lower Primary stage.	Total.			English.	A Classical language.	A Vernacular language.	Europeans and Eurasians.	Native Christians.	Hindús.	Sikhs.	Mahammadans.	Others	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
STATISTICS AND DIRECT EXPENDITURE.																	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Expenditure on School Establishment and Contingencies, excluding Indirect expenditure as below ...	49	...	...	...	49	50·6	35·63	34	49	22	..	...	19	7	23		1,617	64	211	34	312	2,677	4,915
INDIRECT EXPENDITURE.																							
* Scholarships and Stipends	...	...	...	...	...	...	...	...	...	...	...	.	..	...	...	...	222	9	29	...	43	372	675

* Number of holders of { Open Scholarships 0; Close „ 8; Stipends „ 11 }

Appendix F.
Report on the Oriental College.

Appendix F.

Report on the Oriental College.

Remarks of the Oriental College Committee on the Statistical Report for 1890-91.

I.—The receipts of the Oriental College Budget for the year 1890-91 amounted to Rs. 21,679. Against this there is an expenditure of Rs. 20,692 in the year under report, so that there has been a saving of Rs. 987 on the whole. This saving resulted chiefly from restricted expenditure under the heads of Stipends and Miscellaneous Expenses. To the saving on the Budget (Rs. 987) must be added receipts on account of fees (Rs. 466), making a total saving of Rs. 1,453.

II.—The total expenditure against the Oriental College Budget was Rs. 20,692, against Rs. 20,528 in the previous year. Towards this expenditure Rs. 2,043 were contributed by the Special Government Grant which had been sanctioned with effect from the 1st July, 1891, by the Local Government to meet the actual expenses connected with the tuition of Government College Classes in Oriental Languages.

The total expenditure against the University Budget was Rs. 10,564 (including Rs. 3,299 on account of Assistant Professors, transferred from the Government College, and Rs. 3,787 on account of Endowed Readers), and Rs. 905-1-1 on account of Government Scholarships held by students of the College.

III.—The number of students on the roll on the 31st March, 1891, was 79 in the College and 49 in the School Department. These figures show a decrease against those for the corresponding date of the previous year, which were 81 in the College and 57 in the School Department.

This slight decrease can be partly accounted for by the reduction in the number of stipends which was effected during the year under report, the stringent rules adopted in 1888 for the award and tenure of stipends having been rigorously enforced.

IV.—The scholars on the rolls on the 31st March, 1891, were divided according to the creed as follows :—

	Hindú.	*Muhammadan.*	*Sikh.*	*Total.*
College Department ...	19	49	11	79
School ,, ...	19	23	7	49
Total ...	38	72	18	128

V.—The following was the number of scholarship-holders (Government, University, and Municipal) and stipendiaries on the 31st March, 1891 :—

	Scholarship-holders.	*Stipendiaries.*	*Without Scholarship or Stipend.*	*Total.*
College Department ...	35	25	19	79
School ,, ...	8	11	30	49
Total ...	43	36	49	128

VI.—The number of stipendiaries has been reduced during the year from 41 to 36 ; it is also gratifying to note that the proportion of the number of students reading without scholarships or stipends to that of the stipend-holders has increased since the close of the previous school year.

VII.—In addition to students actually belonging to the Oriental College, 102 students of the Government College, Lahore, who were reading for Arts Examinations, received in the year under review instruction in Oriental Languages in the Oriental College. Three teachers were permanently and three others (among them the Principal) for part of their time engaged in the tuition of these classes.

VIII.—During the year under report no changes of importance have taken place in the courses of Reading prescribed for the Oriental Language and Degree Examinations by the Punjab University, and the separation of the Arts and Oriental Titles Classes both in the College and School, as laid down by the Sub-Committee appointed for the re-organization of the College Classes, has been strictly maintained. The detailed Scheme of Studies pursued in each of these classes are given in the Report ; it also shows the progress made in the instruction in English which had been organized for the Oriental Titles Classes under the recommendation of the abovenamed Sub-Committee.

IX. The results gained by the Oriental College in the various University Examinations show a further increase in the percentage of passed

candidates as compared with those of preceding years, 72·4 per cent. of the candidates sent up from the Oriental College and School having passed the various University Examinations in 1891, against 71·4 per cent. in 1890, 67·6 per cent. in 1889, and 47 per cent. in 1888 (see Statement of Results). It may be noted that these results were obtained in not less than 14 different examinations.

The results of the year have also been favourable with regard to the success gained by individual scholars of the Oriental College in these Examinations. Both in the B. O. L. and Intermediate Examinations of the Oriental Faculty students of the Oriental College occupied the first place in order of merit, all three successful candidates in the latter examination being placed in the 2nd division and standing highest in order of merit. In all three Honors Examinations in Oriental Languages (Shástrí, Maulaví Fázil, and Munshí Fázil) the highest place was gained by students of the Oriental College, the pass percentage of the College in the first-named two Honors Examinations being fully 100 per cent.

The following list shows the examinations in which Oriental College students stood first in order of merit:—

B. O. L. Examination.	Maulaví Fázil Examination.
Intermediate Examination.	Munshí Fázil ,,
Shástrí ,,	Munshí 'Alim ,,

Vidván Examination.

On the results of the abovenamed examinations eight University and Government scholarships were gained by students of the Oriental College.

It is also satisfactory to note with regard to the results of the tuition given by the Oriental College to students of the Government College, that not less than 83 per cent. of all Government College students who appeared in the Intermediate and B.A. Examinations of 1891 passed with success in the Oriental Classical Languages in which they had received tuition in the Oriental College.

X.—The system of House Examinations in College and School, as introduced in 1888 and supplemented by an Annual Examination for the I-year Classes, has been continued in force. The award and tenure of stipends has been made in every case strictly dependent on the results gained by individual scholars in these House Examinations.

XI.—The following changes in the Teaching Staff of the College and School have taken place during the year under report. The Assistant Professor of Arabic, Maulaví Muhammad Husain Azád, was granted by the Oriental College Committee and Syndicate an extension of sick leave from the 15th April to the 15th October, 1890, and during this period the officiating arrangements which had been in force during the preceding school year were continued. On the Maulaví being unable to take up his work at the expiration of the leave granted to him, the Oriental College Committee resolved to recommend to the Senate that he be permitted to retire on pension, and that the previous officiating arrangements having proved satisfactory be now made permanent. In accordance with this resolution the Head Maulaví, M. 'Abdulla, and the Head Munshí, M. 'Abdul Hakím, were appointed Superintendents of the Arabic and Persian Departments, respectively, Maulaví Rashíd Ahmad was confirmed in his appointment as Additional Arabic Teacher and Maulaví Muhammad Shuaib was confirmed in the post of 2nd Maulaví, School Department, previously held by Maulaví Rashíd Ahmad.

Lálá Chúní Lál, B.A., Patiála Translator, who had been entrusted with the Mathematical Teaching in the College Classes, asked permission to resign his appointment, which was granted to him with effect from the 1st January, 1891. Lálá Chandar Bhán, B.A., who was nominated by the Syndicate to act in his place, did not join the Oriental College Staff till the beginning of the new school year. In the intervening period the teaching work of the Patiála Translator was carried on by Shaikh Rahím Bakhsh, M.A., and Maulaví Ghulám Mustafá, in addition to their other duties.

M. Hissám-ud-dín succeeded M. Muhammad Sádiq on the 1st June, 1890, as the holder of the Bahawalpur Arabic Scholarship and Teacher of the Munshí Class.

The Principal was granted leave by the Senate for the month of July, 1890, to proceed to Europe, and during his absence the current duties of the Principal were entrusted to Pandit Gurú Prasad, M. M., Head Pandit and Superintendent of the Sanskrit Department.

APPENDIX G.

REPORT ON THE LAHORE MEDICAL COLLEGE AND SCHOOL FOR THE YEAR 1890-91.

The Students.—The total number of students for the year 1890-91 was 297, or 3 less than the previous year. Of these, 124 attended the College in the Assistant Surgeon Class, and 173 the School in the Hindustáni Class. The small diminution in the total number is entirely due to a falling off in the numbers admitted into the School, *viz.*, 21, the result of fewer stipends being given to the Military and Local students. There was also a diminution of 40 per cent. in the number of female students admitted into the School; but, on the other hand, a decided increase amongst the Free male students.

In the Assistant Surgeon Class there is a substantial increase of 18 on the total of admissions, and this is almost entirely due to the larger number admitted as Punjab Free students.

Expenditure on the College.—The increase in expenditure on the College during the year 1890-91 amounted to Rs. 4,514 from the Provincial Revenues, and was chiefly due to increase in the pay of the Principal, Native establishment, and cost of Physiological instruments,* and glass jars for the comparative Anatomy Museum. There was also an increase in fees of Rs. 565 The decrease in expenditure from endowments and other sources amounted to Rs. 1,993, and this was due to the expenditure on the Female Boarding House not being included in the accounts, as it has been placed under the management of a Lady Superintendent, and also to the limited number of text-books which were purchased for the students, many of whom obtained their supply independently from the Booksellers.

The School.—The increase in expenditure on the School under the head of Provincial Revenues is represented by the figures, Rs. 826, and the decrease under the head of Endowments and Other Sources was Rs. 1,410. This diminution was owing to the exclusion of half of the expenditure of the Boarding House for female students from the accounts as stated above.

Fees.—No comparison can be made under this head with the statistics for 1885-86, as the levying of fees from students was not commenced until 1887. The amount of fees realized during the past year was Rs. 1,901, and the estimate for the year was Rs. 1,500 The whole of this sum was credited to Government.

Scholarships and Stipends.—The total increase in scholarships to the English Class was Rs. 1,351. Of this, Rs. 594 were from the Provincial Revenues, and the remainder from the Local Funds and other sources.

The decrease in stipends to the students of the Hospital Assistant Class amounted to Rs. 1,823. Of this, Rs. 1,064 less were received from the Provincial Revenues, and the contributions by the Local Funds and other sources were diminished by Rs. 759.

Results of Examinations.—In the College Examinations for the Assistant Surgeon Class, out of 13 candidates who appeared for the pass or final examination 5 were successful, and of the successful candidates 3 passed the M. B. Examination; these being the first instances of students who have obtained this qualification from the Lahore Medical College. Amongst the students who failed were 3 who had previously appeared for the same examination.

In the Junior Class, out of 27 candidates who appeared 18 were successful, being an increase of 9 on the previous year. Of these, 2 passed the first M. B. Examination.

In the Hospital Assistant Class, 49 went up for the final examination, and of these 29 passed successfully, 27 being male and 2 female students.

* *Note by Director of Public Instruction.*—In the General Tables of Educational Statistics the expenditure on account of apparatus has been shown separately from the expenditure on Establishment and Contingencies as indirect expenditure in accordance with the rules laid down by the Government of India.

Attainments of Students and general progress.—The standard of general education amongst the students continues to show a marked improvement as compared with the previous year, there being nearly double the number who have succeeded in passing the Intermediate Examination. One student, Muhammad 'Abdul Ghani, is a B. A. of the Punjab University, and has shown exceptional application and ability, having, in addition to his College work, compiled a very creditable text-book on Botany. This student is a candidate for the Gilchrist Scholarship, and, should he prove successful, will, I have no doubt, be a very worthy recipient.

Other points of interest.—During the past year important additions have been made to the Chemical Laboratory, and additional rooms have been built for the Materia Medica Museum, and a separate fume chamber erected, which will greatly facilitate medico-legal investigations. Government has also sanctioned the appointment of another Assistant to the Chemical Examiner. A new Pathological Museum has also been provided mainly with a view of providing accommodation for histological and microscopical work—a want which had long been felt. Owing to the great increase in the number of junior students, the present accommodation in the dissecting-room has been found to be altogether insufficient, and definite arrangements have now been made for transferring the anatomical portion of the School to a new site where more suitable accommodation can be provided. A new office has been built for the College establishment, and the handsome Library of the College can now be reserved for its legitimate purpose. The Lady Lyall Home for female students has been completed, and is now occupied by the female students under the able supervison of the Lady Superintendent, Mrs. Hammond. It is with regret that I have to record the death of Miss Connor, Junior, who, after a brilliant career in the College, passed the final examination in the Assistant Surgeon class, and died within a few months afterwards, her sister having died under the same circumstances the previous year.

In conclusion, I have much pleasure in pointing out, as an evidence of the success of the teaching in this College, that two old students who proceeded to England in order to prosecute their studies were successful in passing the competitive examination for the Indian Medical Service held in London last August. Out of 48 candidates for 14 vacancies they passed out respectively third and fourteenth.

NUMBER AND DISTRIBUTION OF STUDENTS IN THE MEDICAL COLLEGE AND SCHOOL ON 31ST MARCH, 1891.

	1890-91.	1889-90.	Increase.	Decrease.
MEDICAL COLLEGE.				
Punjab Government scholarship-holders	29	27	2	...
Punjab Government female scholarship-holders	2	3	...	1
N.-W. Provinces Government scholarship-holders	13	13	...	...
District Fund scholarship-holders	3	3	...	...
Municipal Fund scholarship-holders	1	...	1	...
University and other scholarship-holders	7	7	...	...
Free female students	...	1	...	1
Punjab free students	60	43	17	...
N.-W. Provinces free students	9	9	...	...
Total	124	106	18	...
MEDICAL SCHOOL.				
Military Medical pupils	48	63	...	15
Civil Medical pupils	31	32	...	1
Hakim students	22	22	...	...
Government female students	5	6	...	1
Local students	30	37	...	7
Local female students	4	6	...	2
Free students	33	25	8	...
Female free students	...	3	...	3
Total	173	194	...	21

Appendix G.

Report on the Medical College and School.

EXPENDITURE ON ESTABLISHMENT AND CONTINGENCIES FOR 1890-91.

	1890-91.	1889-90.	Increase.	Decrease.
MEDICAL COLLEGE.	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	66,715*	62,201	4,514	...
Fees	1,901(a)	1,336	565	...
Subscriptions	...	7	...	7
Endowments and Other Sources ...	2,873	4,866	...	1,993
MEDICAL SCHOOL.				
Provincial Revenues	11,577	10,751	826	...
Municipal Funds	22	...	22	...
District Funds	6	...	6	...
Subscriptions	35	...	35	...
Endowments and Other Sources ...	1,992†	3,402	...	1,410
Total ...	85,121‡	82,563	2,558	...

(a) The amount was credited to Government into the Lahore Treasury.

* *Note by the Director of Public Instruction.*—Includes Rs. 3,621 on account of contribution made by the District Boards and Municipal Committees towards increased staff of the Medical College :—

	Rs.
District Funds	1,917
Municipal Funds	1,704

Also includes Rs. 7,246 on account of extraordinary expenditure on chemicals, furniture, and apparatus, which is an indirect charge, and recorded as such in our General Tables.

† *Note by the Director of Public Instruction.*—Includes Rs. 1,692 on account of extraordinary expenditure on chemicals, &c., which is an indirect charge, and shown as such in our Tables.

‡ *Note by the Director of Public Instruction.*—Includes Rs. 540 on account of expenses of the Oriental Medical Class attached to the Medical School, as below :—

	Rs.
From Provincial Revenues	177
,, District Funds	6
,, Municipal ,, ...	22
,, Subscriptions	35
,, Endowments and Other Sources	300
Total ...	540

STATEMENT OF SCHOLARSHIPS FOR 1890-91.

		1890-91.	1889-90.	Increase.	Decrease.
	MEDICAL COLLEGE.	Rs.	Rs.	Rs.	Rs.
Expenditure.	Provincial Revenues... ...	7,747	7,153	594	...
	District Funds	*335	237	98	...
	Municipal Funds	*100	...	100	...
	University Funds	84	228	..	144
	Other Sources	1,652	949	703	...
	MEDICAL SCHOOL.				
	Provincial Revenues	11,282	12,346	...	1,064
	District Funds	2,131	2,215	...	84
	Municipal Funds	430	450	...	20
	Other Sources	1,994	2,649	...	655
	Total ..	25,755	26,227	...	472
	MEDICAL COLLEGE.				
No. of Scholarship-holders.	Government Scholarships ...	44	43	1	...
	District Scholarships	3	3	...	...
	Municipal Scholarships ...	1	...	1	...
	University and other Scholarships.	7	7	...	...
	MEDICAL SCHOOL.				
No. of Stipend-holders.	Government Stipends ...	106	123	...	17
	District Stipends	14	20	...	6
	Municipal Stipends	4	4	...	...
	Other Stipends	16	19	...	3
	Total ...	195	219	..	24

* *Note by the Director of Public Instruction.*—There are some discrepancies between the Principal's figures and those supplied by Local Bodies.

RESULT OF EXAMINATIONS FOR THE YEAR 1890-91.

		1890-91	1889-90.	Increase.	Decrease.
MEDICAL COLLEGE.		Rs	Rs.	Rs.	Rs.
Junior Examination in Medicine of the Punjab University.	Candidates	27	18	9	...
	Passes	18	9	9	...
Final Examination in Medicine of the Punjab University.	Candidates	13	10	3	...
	Passes	5	4	1	...
MEDICAL SCHOOL.					
Hospital Assistants' Examination	Candidates	49	50	...	1
	Passes	29	36	...	7

F. F. PERRY, F.R.C.S.,

Offg. Principal, Lahore Medical College.

Appendix H.

Intermediate and Entrance Prizes.

APPENDIX H.

LIST OF PRIZES AND MEDALS OFFERED BY PRIVATE LIBERALITY ON THE RESULTS OF THE INTERMEDIATE, ENTRANCE, AND MIDDLE SCHOOL EXAMINATIONS, 1891.

Serial No.	Names.	Nature and value of prizes.	Conditions of award.	Names of prize-winners.	Aggregate number of Marks.
	I.—INTERMEDIATE EXAMINATION.				
			Rs.		
1	Lálá Bihárí Lál, President, Municipal Committee, Rewárí.	Medal ...	15	To a resident of the Gurgáon District who stands 1st, 2nd, or 3rd in the Province.	No such candidate.	
2	Díwán Jawáhir Mal, Manager, Kalra.	Watch ...	10	To that resident of Sháhpur District who passes first in the F. A. Examination.	No. 114, Mohan Lál Dhingra, Private student, Lahore Medical College.	336
	II.—ENTRANCE EXAMINATION.				
	GURGAON DISTRICT.		Rs.		
1	Lálá Brij Naráin, Sohna	Cash or Medal...	15	To the best pass of the Kayasth caste in the Province.	No. 84, Rám Chandra, S. S. High School, Delhi.	467
2	Lálás Khushwaqat Rái and Makkhan Lál, Rewárí	Cash or Watch	10	To the best pass of the Sarogí caste of the Rewárí M. B. School.	No. 23, Kishori Lál...	211
3	Lálá Bihárí Lál, President, Municipal Committee, Rewárí.	Watch ...	7	To the first or second best pass Bhargú of the M. B. School, Rewárí.	No. 24, Bhawání Parshád.	270
4	Lálás Chhajjú Rám and Ráo Sheo Táj Singh, Zaildárs.	Cash ...	5	To the best pass of the Ahír caste in the District.	Candidates of the Ahír caste should apply to the Registrar before 30th July, 1891.	
5	Lálá Deokí Nandan, Honorary Magistrate, Rewárí.	„ ...	5	To the best pass of the Bhargú caste of the Rewárí M. B. School.	No. 24, Bhawání Parshád.	270
6	Lálá Rámjí Dás of Rewárí	„ ...	5	To the best pass of the Aggarwál Vaishnú caste of the Rewárí M. B. School.	No. 4, Jagan Náth...	433
7	Chaudhri Gulább Singh ...	„ ...	5	To the best pass of the Ahír caste in the Province.	Candidates belonging to Ahír caste should apply to the Registrar not later than 30th July, 1891.	
8	Rája Fath Khán ...	„ ...	1	To the best pass in the District.	No. 4, Jagan Náth, Rewárí M.B. School.	433
9	Sam Sam 'Alí ...	„ ...	1	Ditto	Ditto.	
10	Saiyad Nizám-ud-dín, Hakím, Rewárí.	„ ...	2	To the best pass in Arabic Grammar of the Rewárí M. B. School.	No such candidate.	
	DELHI DISTRICT.				
11	M. Wazír 'Alí, Mír Munshí, Nábha State.	Medal ...	10	To the best pass of the Delhi Anglo-Sanskrit Victoria Jubilee School, provided he passes in Sanskrit also.	Ditto.	

LIST OF PRIZES AND MEDALS OFFERED BY PRIVATE LIBERALITY, &c.—*contd.*

Serial No.	Names.	Nature and value of prizes.	Conditions of award.	Names of prize-winners.	Aggregate number of Marks.
	II.—ENTRANCE EXAMINATION—*concluded.*				
		Rs.			
12	Kunwar Badrí 'Kishan, Pleador.	„ ... 5	To the best pass in Sanskrit of the Anglo-Sanskrit Victoria Jubilee High School, Delhi, provided that the candidate is resident of Delhi.	No. 35, Jawáhir Lál Gupta, and No. 48, Rám Richhpál.	63 63
13	Aryá Samáj, Egerton Street, Delhi.	A copy of Sathiarth Parkásh. 2	To the best pass in Sanskrit of the Anglo-Sanskrit Victoria Jubilee School, Delhi.	Ditto ... Ditto ...	63 63
	SHAHPUR DISTRICT.				
14	J. Wilson, Esquire, Deputy Commissioner.	Watch ... 10	To the best pass of the Bhera M. B. School.	No. 787, Gur Dás ...	266
15	Malik Hákim Khán ...	Cash ... 5	To the second best pass from the Bhera M. B. School.	No such candidate.	
	D. I. KHAN DISTRICT.				
16	Hira Nand Saigal, Vice-President, Bhratrí Sabha, Dera Isma'íl Khán.	Cash ... 5	To the best pass in Mathematics of the Victoria Bhratrí School, Dera Isma'íl Khán.	No. 827, Sukhaya Rám, Dhawan.	95
17	Lálá Thákur Dás, Díwán, Manager, V.B.H. School, Dera Isma'íl Khán.	„ ... 8	To the best pass of the Victoria Bhratrí School.	Ditto ...	390
18	Ditto ...	„ ... 7	To the best pass in Sanskrit of the V. B. H. School.	No. 829, Shání Rám	67
19	Lálá Jhínda Rám, President, Aryá Samáj, Dera Isma'íl Khán.	„ ... 10	To the best pass in Sanskrit of the D. A. V. School, Lahore.	No. 391, Lál Singh ..	71
	III.—MIDDLE SCHOOL EXAMINATION.				
	GURGAON DISTRICT.	Rs.			
1	Chaudhrí Umráo Khán, Zaildár, Sohna.	Cash ... 5	To the best pass of the Sohna School.	No. 2906, Bhart Singh	473
2	Rám Singh, Ját, of Gurgáon.	„ ... 5	To the best pass of the Gurgáon School, provided the age of the candidate must be between 13 or 14 years.	No such candidate.	
3	Lálá Bihárí Lál, President, Municipal Committee, Rewárí.	Books ... 5	To the best pass of the Rewárí M. B. School.	No. 81, Debí Sahái...	564
4	Lálás Sálig Rám and Harnand Rái, Bankers, Rewárí.	Cash ... 5	To the best pass of the Mahor caste from the Rewárí M. B. School.	No. 91, Tota Rám ...	546
5	Lálás Khuswaqt Rái and Makkhan Lál, of Rewárí.	„ ... 5	To the best pass of the Saraogí caste from the Rewárí M. B. School.	No. 81, Debí Sahái...	564
6	Ditto ...	„ ... 4	To the best pass of the Rewárí M. B. School.	No. 81, Debí Sahái...	564
7	Chaudhrí Nathú Singh, President, Local Board, Nuh.	„ ... 4	To the best pass in the Gurgáon District.	No. 81, Debí Sahái, of the M. B. School, Rewárí.	564
8	M. Saíyad Ja'far Husain, Head Master, Vernacular Middle School, Gurgáon.	Time-piece ... 8	To the best pass of the Gurgáon School,	No. 2872, Ujágar Mal	462
9	Bakhtáwar Singh, Pensioner, Palwal.	Cash ... 3	To the best pass of the Palwal School,	No. 2898, Bhagwán Dás.	433

Appendix H.

Middle School Prizes.

LIST OF PRIZES AND MEDALS OFFERED BY PRIVATE LIBERALITY, *&c.—contd.*

Serial No.	Names.	Nature and value of prizes.	Conditions of award.	Names of prize-winners.	Aggregate number of Marks.
	III.—MIDDLE SCHOOL EXAMINATION—*continued.*				
	DELHI DISTRICT.		Rs.		
10	Lálá Thákur Dás, Proprietor of Fallon's Dictionary.	A copy of Fallon's English-Hindustání Dictionary.	11	To the best pass in English of the Anglo-Sanskrit Victoria Jubilee High School, Delhi.	No. 154, Shám Lál, and No. 157, Umráo Singh.	101 101
11	Kunwar Badrí Kishan, Pleader.	Medal ...	5	To the best pass in Sanskrit of the residents of Delhi from the Anglo-Sanskrit Victoria Jubilee High School, Delhi.	No. 162, Piáre Lál...	84
12	Lálá Jotí Parshád, Secretary, Arya Samaj, Egerton Street, Delhi.	Cash ...	2	To the best pass in Sanskrit of the Vaishnava caste from the Anglo-Sanskrit Victoria Jubilee High School, Delhi.	No. 147, Baij Náth I	70
	UMBALLA DISTRICT.					
13	Sardár Arjan Singh, M.A., Extra Assistant Commissioner and Revenue Officer, Umballa.	„ ...	20	To the best pass from the Anglo-Vernacular candidates of the Umballa District, provided the candidate is fairly well up in Gymnastics. In case the first candidate does not fulfil this condition, the second best will get the prize.	No. 384, Shádí Rám, of Jagádhrí M. B. School, provided he is fairly well up in Gymnastics; or, failing him, No. 410, Mádhosúdan Lál, Mission High School, Umballa, provided he is fairly well up in Gymnastics.	643 582
14	Munshí Faqír 'Alí, Extra Assistant Commissioner, Umballa.	„ ...	5	To the best pass in Arithmetic from among the Anglo-Vernacular candidates of the Umballa District.	No. 410, Mádhosúdan Lál, of the Mission High School, Umballa.	88
15	Khalífa Imád-ud-dín, District Inspector of Schools, Umballa.	„ ...	3	To the best pass in Urdú from the Vernacular candidates of the Umballa District, provided the candidate is fairly well up in Gymnastics.	No. 3016, Chhajjú Rám, of the Sádhaura M. B. School, provided he is fairly well up in Gymnastics.	85
16	Ditto ...	„ ...	3	To the best pass from the District Board School, Kot Addú (Muzaffargarh District), provided the candidate is well up in Cricketting.	No. 4194, Músa, provided he is well up in Cricketting.	439
17	Sardár Harnám Singh, Honorary Magistrate and Ráís, Kharar, Umballa District.	„ ...	5	To the best pass in Mathematics from either of the Kharar and Maní Mazára District Board Schools.	No. 2981, Lahna Singh, of the Vernacular Board Middle School, Kharar.	202
18	Ditto ...	„ ...	5	To the best pass in Urdú from either of the Kharar and Maní Mazára District Board Schools.	No. 2982, Bhagwán Dás, of the VernacularMiddle School, Kharar.	81
19	Munshí Rája Rám, late Tahsíldár of Umballa.	Watch ...	10	To the best pass from the Vernacular candidates of the Umballa District from among the agriculturists.	No. 3021, 'Abdulla, D. B. School, Morinda.	569
20	Munshí Sa'ádat Mand, Vice-President, Municipal Committee, Sháhábád, District Umballa.	Cash ...	2	To the best pass of the Sháhábád M. B. School.	No. 2996, Ghulám 'Alí	467
21	Lálá Kanhayá Lál, Member, Municipal Committee, Sháhábád.	„ ...	2	To the best pass in History of the Sháhábád M. B. School.	Ditto ...	25
22	Sardár Fath Singh, Member, Municipal Committee, Sháhábád.	„ ...	2	To the best pass of the Sháhábád M. B. School from among the Zamíndár and Jágírdár students.	Ditto ...	407

LIST OF PRIZES AND MEDALS OFFERED BY PRIVATE LIBERALITY, &c.—*contd.*

Serial No.	Names.	Nature and value of prizes.	Conditions of award.	Names of prize-winners.	Aggregate number of Marks.
	III.—MIDDLE SCHOOL EXAMINATION—*continued.*				
	UMBALLA DISTRICT—*concluded.*		Rs.		
23	Lálá Jotí Parshád, Member, Municipal Committee, son of Lálá Mohan Lál, Ráís, Jagádhrí.	Watch ...	10	To the best pass from the M. B. School, Jagádhrí, provided the candidate belongs to Mohindra Khatrí caste.	No such candidate.	
24	Pandit Mohan Lál, Sanskrit Teacher, M. B. School, Jagádhrí.	„ ...	6	To the best pass in Sanskrit in the Province, provided the candidate belongs to M. B. School, Jagádhrí.	Ditto.	
	KANGRA DISTRICT.					
25	Mían Amar Singh, Deputy Superintendent of Settlement, Kulú Sub-Division.	Books ...	5	To the best pass in English of the D. B. School, Pálampur.	No. 485, Gowardhan Dás.	118
26	Lálá Sálig Rám, Reader to the Rajá of Nádaun.	Coat ...	5	To the best pass from the Nádaun and Dasúya Schools.	No. 3042, Khazána Rám, of the Nádaun Middle School.	466
27	Ditto ...	Hat ...	5	To the best pass from the Nádaun and Dasúya Middle Schools who may win a Divisional scholarship.	No. 3042, Khazána Rám, of the Nádaun Middle School, provided he has obtained a Divisional scholarship.	466
28	Lálá Amín Chand, Petition-writer, Nádaun.	Cash ...	4	To the best pass in Mathematics of the Nádaun Middle School, provided he has obtained 50 per cent. of the aggregate marks.	No. 3042, Khazána Rám, and 3047, Mahseh Dás.	154 154
29	Chaudhrí Pír Bakhsh, of Nádaun.	„ ...	2	To the best pass in Urdú of the Nádaun Middle School, provided he has obtained 60 per cent. of the aggregate marks.	No such candidate.	
30	Lálá Mathra Parshád, Trader in Kulú.	„ ...	7	To the best pass in Sanskrit in the Province.	No. 2, Bhagwán Dás, of the Bhiwání M. B. School, and No. 2496, Thariya Rám, of the Church Mission School, Dera Isma'íl Khán.	140 140
31	Ditto ...	„ ...	5	To the best pass of the Sultánpur Kulú Middle School.	No. 3066, Ajudhiá Dás.	351
32	Lálá Rám Rakha Mal, 2nd Master, District Board School, Pálampur.	„ ...	5	To the best pass of the Kángra District in Physics and General Knowledge from among the candidates of the Jullundur Circle.	No. 495, Daya Rám, of the Núrpur M. B. School.	204
33	Chaudhrí Basant Singh, of Indaura.	„ ...	2	To the best Hindú Rájpút in Arithmetic from the Núrpur M. B. School.	No such candidate.	
34	Wazír Basant Singh, of Basa, Tahsíl Núrpur.	„ ...	2	To the best Hindú Rájpút in English of the Núrpur M. B. School.	Ditto.	
35	Municipal Committee, Núrpur.	„ ..	10	To the best pass of the Núrpur M. B. School.	No. 495, Daya Rám	482
	JULLUNDUR DISTRICT.					
36	Lálá Lál Dás, Member, Municipal Committee, Kartárpur.	„ ...	2	To the best pass in Urdú of the Kartárpur M. B. School.	No. 625, Karta Rám	78

Appendix H.
Middle School Prizes.

LIST OF PRIZES AND MEDALS OFFERED BY PRIVATE LIBERALITY, &c.—*contd.*

Serial No	Names.	Nature and value of prizes.		Conditions of award.	Names o prize-winners.	Aggregate number of Marks.
	III.—MIDDLE SCHOOL EXAMINATION—*continued.*					
	JULLUNDUR DISTRICT —*concluded.*		Rs.			
37	Pandit Bihárí Lál, Member, Municipal Committee, Kartárpur.	Cash ...	1	To the best pass in Urdú of the Kartárpur M. B. School.	No. 625, Karta Rám	78
38	Lálá Raghpat Rái, Sáhúkár, Aláwalpur.	Silver Medal ...	8	To the best pass of the Aláwalpur M. B. School.	No. 3211, Jamál Dín	316
39	Lálá Gurditta Mal, President, Municipal Committee, Kartárpur.	Cash ...	5	To the second best pass in each subject of the M. B. School, Kartárpur.	No such candidate.	
40	Rám Chand, Zaildár, and Member, Municipal Committee, Kartárpur,	„ ...	5	To the best pass in each subject of the M. B. School, Kartárpur.	Ditto.	
41	Báwa Partáp Singh, President, Municipal Committee, Banga.	Medal ...	10	To the best pass of the M. B. School, Banga	No. 3287, Rám Lál...	587
42	Salámat Rái, Patwárí ...	„ ...	5	To the best pass in Urdú of the M. B. School, Banga.	Ditto ...	78
43	Lálá Bishan Dás, Member, Municipal Committee, Banga.	„ ...	7	To the best pass in Persian of the M. B. School, Banga.	Ditto ...	94
44	Sodhí Mehr Singh, Sub-Registrar, Banga	„ ...	7	To the best pass in Arithmetic and Mensuration of the Banga M. B. School.	Ditto ...	108
45	Sardár Bishan Singh, Zaildár, Ráipur.	Cash ...	5	To the best pass native of Ráipur from the Banga M. B. School.	No. 3291, Lahorí Rám	414
46	Faqír Muhammad Ashqyas, Member of the Managing Committee of Victor School.	Silver Medal ...	5	To the best pass from the Victor School.	No. 575, Rám Chand	396
47	Bábú Gopál Singh ...	„ ...	5	Ditto ...	Ditto ...	396
48	Ditto ...	„ ...	5	To the best pass in Punjábí ...	No. 574, Jawáhir Singh.	94
49	Sardár Uttam Singh ...	Cash ...	5	To the best pass agriculturist boy.	No such candidate.	
	LUDHIANA DISTRICT.					
50	Lálá Achhrú Mal, Member, Municipal Committee, Máchhíwára.	Silver Medal ...	10	To the best pass in the District	No. 3388, Daulat Rám, of the Middle School, Máchhíwára.	522
51	Lálá Lachhmí Dás, Joint Sub-Registrar, Jagráon.	„ ...	10	To the best pass of the M. B. School, Jagráon.	No. 737, Sant Lál ...	359
52	S. Tilok Singh, Lambardár, Sánahwál.	„ ...	8	To the best pass of the Sánahwál School.	No. 3412, Lájpat Singh.	406
53	Sardár Badan Singh, Honorary Magistrate, Malaudh.	„ ...	10	To the best pass of the Malaudh School.	No. 3396, Khair-ud-dín.	308
54	Lálá Devi Chand, Sáhúkár, Birk, and Member, District Board.	Cash ...	5	To the best pass of the Sawaddí School.	No. 3414, Híra Singh	432
55	Gardár Kalha Singh, Lambardár, Sawaddí.	„ ...	5	To the second best pass of the Sawaddí School.	No. 3415, Sáhib Singh.	425

Appendix H. Middle School Prizes.

LIST OF PRIZES AND MEDALS OFFERED BY PRIVATE LIBERALITY, &c.—*contd.*

III.—MIDDLE SCHOOL EXAMINATION—*continued.*

Serial No.	Names.	Nature and value of prizes.	Rs.	Conditions of award.	Names of prize-winners.	Aggregate number of Marks.
	LUDHIANA DISTRICT—*concluded.*					
56	Mían Roshan, Member, Municipal Committee, Khanna	Cash ...	5	To the best pass of the Khanna M. B. School.	No 3367, Nathú Rám.	444
57	Lálá Díwán Chand, Sáhúkár, Ráikot.	Watch ...	10	To the best pass of the residents of Ráikot from among the students of the Ráikot Middle School.	No. 3401, Naráyan Dás.	470
58	Ditto ..	Cash ...	5	To the best pass in Mathematics of the Ráikot Middle School.	No. 3400, Mela Rám.	187
	LAHORE DISTRICT					
59	Lálá Gopí Chand, Secretary, Municipal Committee, Chúnián.	„ .	4	To the best pass of the M. B. School, Chúnián.	No. 3612, Bahádar Chand.	494
60	Ditto ...	„ ...	3	To the second best pass of the Chúnián M. B. School.	No. 3613, Jamál-ud-dín.	458
61	Lálá Arúr Chand, Tahsíldár, Sharakpur.	„ ..	5	To the best pass of the Sharakpur M. B. School.	No. 3628, Devi Dyál.	528
62	M. Sháh Muhammad, Muharrir, Local Board, Sharakpur.	„	2	Ditto ...	Ditto .	528
63	Thákur Dás, Octroi Muharrir, Khem Karn.	„ .	1	To the best pass in Euclid of the Khem Karn M.B. School.	No. 3625, Sukh Dyál.	39
64	Bahádur Singh, Lambardár, Khem Karn.	„ ...	1	To the best pass of the Khem Karn M. B. School.	No. 3622, Pohla Rám.	503
65	Ditto .	„	1	To the second best pass of the Khem Karn M. B. School.	No. 3623, Kishan Dyál.	370
66	Budha, Licensed Vendor of Fire-works, Khem Karn.	„ .	1	To the best pass in Mathematics of the Khem Karn M. B School	No. 3622, Pohla Rám.	175
67	Munshí Gulább Singh, Proprietor, Mufid-i-'Am Press, and Government Publisher and Bookseller.	Silver Medal	20	To the best pass in the Province.	No. 1817, Ganpat Rái, of the M. B. V. J. High School, Siálkot.	659
68	Ditto ...	„ ...	20	To the best pass in Vernacular Caligraphy in the Province.	No. 162, Náwab Dín, of the Dínánagar M. B. School.	24
69	Sardár Arjan Singh, Raís, Súr Singh.	Cash	2	To the best pass of the Súr Singh Board School.	No. 3599, Labh Singh	554
70	Pandit Sukh Dyál, Sáhúkár, Súr Singh.	„ ...	2	To the best pass in History and Geography of the Súr Singh Board School.	No. 3598, Jagat Singh.	62
71	Sardár Khushál Singh, Jamadár, Pensioner, Súr Singh.	„ ...	1	To the best pass in Persian of the Bhadána and Súr Singh Middle Schools.	No. 3567, Udho Rám, of the Board School, Bhadána.	79
72	Mehta Kirpá Rám, Deputy Inspector of Police, Khalra, District Lahore.	„ ...	1	To the best pass in Algebra of Súr Singh Board School.	No. 3599, Labh Singh.	52
73	Ditto ...	„ .	1	To the best pass of the Mahyal Mehta caste in Arithmetic and Mensuration from the Chakwál School.	No such candidate.	
74	Sardár Jassa Singh, Pensioner, Súr Singh.	„ ...	1	To the second best pass in Algebra of the Súr Singh School.	No. 3598, Jagat Singh	47
75	Har Naráin Dás, Head Master, Sidhwán.	„ ...	1	To the best pass in Urdú of the Súr Singh Board School.	No. 3599, Labh Singh. No. 3600, Fazal-ud-dín	95 95
76	Sardár Gadar Singh, of Súr Singh.	„ .	2	To the best pass in Science of the Súr Singh Board School.	No. 3598, Jagat Singh	107

Appendix H. Middle School Prizes.

LIST OF PRIZES AND MEDALS OFFERED BY PRIVATE LIBERALITY, &c.—*contd.*

Serial No.	Names.	Nature and value of prizes.		Conditions of award.	Names of prize-winners.	Aggregate number of Marks.
	III.—MIDDLE SCHOOL EXAMINATION—*continued.*					
	AMRITSAR DISTRICT.		Rs.			
77	Pandit Dína Náth, Assistant Teacher, M. A. O. School, Amritsar.	Cash ...	2	To the best pass in Arithmetic and Mensuration of the M. A. O. School, Amritsar.	No. 1560, Muhammad Hasan M. A. O. School, Amritsar.	127
78	Ditto ...	„ ...	3	To the best pass in Arithmetic and Mensuration of the Amritsar District.	Ditto ...	127
79	C. M. C. Carne, Esquire, Principal, M. B. College, Amritsar.	„ ...	5	To the best pass in History and Geography from the Anglo-Vernacular candidates of the Amritsar Centre.	Ditto ..	74
80	Ditto ...	„ ...	5	To the best pass in English Grammar among the candidates of the Amritsar Centre.	No. 1477, Shiv Naráin, of the M. B School, Amritsar.	32
	SIALKOT DISTRICT.					
81	Lálá Chitar Mal, 3rd Master, M. B. School, Siálkot.	„ ...	5	To the best pass in English among the candidates mentioned in his letter No 19, dated 23rd February, 1891.	No. 1823, Ganda Singh, M. B. V. J. H. School, Siálkot.	118
82	Aghá Muhammad Shábbáz Khán, Raís, Siálkot.	Medal, Rs. 15 Books 10	25	To the best pass among the Anglo-Vernacular candidates of the Siálkot District.	No. 1817, Ganpat Rái, of the Siálkot M. B. V. J. H. School	659
83	Ditto ...	Ditto ...	25	To the best pass Muhammadan of the M. B. School, Siálkot.	No. 1827, Zafar 'Alí.	506
	GUJRAT DISTRICT.					
84	Municipal Committee, Kunjáh.	Books ...	5	To the best pass of the Kunjáh School.	No. 3828, Ahmad Khán.	568
85	Municipal Board, Dinga.	Cash ...	5	To the best pass of the Dinga Mission School.	No. 3813, Munshí Rám.	546
86	Ditto ...	„ ...	4	To the second best pass of the Dinga Mission School.	No. 3814, Sundar Dás.	487
87	Ditto ...	„ ...	3	To the third best pass of the Dinga Mission School.	No. 3815, Muhammad Dín.	481
	GUJRANWALA DISTRICT.					
88	Díwán Manhor Lál, President, Municipal Committee, Akálgarh.	„ ...	4	To the best pass in the Gujranwála District from among the Anglo-Vernacular candidates, provided he had previously studied in the Akálgarh School.	Not known.	
89	Sime Prize Fund ...	Silver Medal ...	10	To the best pass of the Gujránwála District from among the Vernacular candidates.	No. 3887, Jalál-ud-dín, Qila' Dídár Singh, Middle School.	512
90	Ditto ...	Cash ...	5	To the best pass in Science from among the Vernacular candidates of the Gujranwála District.	No. 3888, Táj-ud-dín, of the M. B. School, Rámnagar,	117
91	Ditto ...	„ ...	5	To the best pass in Persian from among the Vernacular candidates of the Gujránwála District.	Ditto ...	64
92	Sardár Amrik Singh, Hasnwália, Raís of Rámnagar.	„ ...	10	To the best pass of the Rámnagar School if his first in the Province; Rs 7 if he is best pass in the Ráwalpindi Circle, and Rs. 3 to the best pass in the Province; Rs. 5 if he is best pass in the District, and Rs. 5 to best pass in the Province; Rs 3 if he is best only in his school, and Rs. 7 to the best pass in the Province	Rs. 3 to No. 3889, Devi Dyál Chaola, of Rámnagar M. B. School; and Rs. 7 to No. 1817, Gánpat Rái, of the Siálkot M. B. V. J. H. School.	471 659
93	Iláhí Bakhsh, Sub-Overseer	„ ...	2	To the best pass from the Anglo-Vernacular candidates in the Gujránwála District, provided that he had previously studied in the Akálgarh School.	Not known.	

LIST OF PRIZES AND MEDALS OFFERED BY PRIVATE LIBERALITY, *&c.—concld.*

Serial No.	Names	Nature and value of prizes.	Conditions of award.	Names of prize-winners.	Aggregate number of Marks.
	III.—MIDDLE SCHOOL EXAMINATION—*concluded.*				
	SHAHPUR DISTRICT.		Rs.		
94	Malik Devi Dás ...	Cash ...	5	To the best pass of the Bhera M. B. School.	No. 2116, Gayán Chand.	547
95	Bahádur Khán, Biluch ...	„ ...	3	To the best pass of the Khusháb School.	No. 3914, Sheikh Ala Dín.	510
96	Malik Sáhib Khán, Tiwána	„ ...	4	To the second best pass of the Khusháb School.	No. 3921, Chaudhrí	374
97	Alam Dín ...	„ ...	2	To the best pass of the Miáni School.	No. 2155, Síta Rám.	474
98	Malik Fath Khán, Tiwána.	„ ..	3	To the best pass of the Davies' School.	No. 2142, Lál Chand.	545
99	Dr. Rádha Kishan, Civil Surgeon, Gurdáspur.	Medal ...	...	Ditto ...	Ditto ...	545
100	Sardár Charágh Khán ...	Cash .	3	To the best pass of the Sáhiwál School.	No. 3906, Parmá Nand.	430
101	Municipal Committee, Sáhiwál.	Lungí ...	5	Ditto ...	Ditto ...	430
	BANNU DISTRICT.					
102	Lálá Harbhaj Rái ..	Handkerchief ...	0-8-0	To the best pass of the Mission School.	No. 2485, Chiman Lál.	393
103	Ditto ..	Cash ... Handkerchief ...	1 0-8-0	To the best pass of the Mián Khel School.	No such candidate.	
104	Ditto ...	Cash . .	1	To the best pass in English Composition of the City School.	No. 2476, Padam Nábh.	31
105	Ditto ...	Handkerchief	1	To the best pass in Mensuration of the City School.	No. 2479, Har Bhagwán.	45
106	Ditto ...	Sweetmeat ...	0-8-0	To the best pass in Hindí of the City School.	No such candidate.	
107	Ditto ...	„ ...	1	To the best pass in Euclid of the Miánwálí School.	No. 4095, Muhammad Afzal.	53
108	Ditto ..	Cap ...	2	To the best pass in Arithmetic of the Peshawar Mission School.	No. 2406, Bishan Dás.	56
109	Ditto ...	Topi and Sanskrit Books.	2-8-0	To the best pass in Sanskrit of the D. A. V. School, Lahore.	No. 1151, Gopí Rám.	121
110	'Abdul Majíd Khán ...	Cash ...	4	To the best pass in Arabic in the Bannú District, or	No. 4107, Táj Muhammad Khán, Private Student.	67
				To the best pass in Euclid in the Bannú District.	No. 4095, Muhammad Afzal, Miánwálí School.	53
111	Bogh Rám, Náib-Tahsíldár.	„ ..	2	To the best pass Hindú in English of the City School, Bannú.	No. 2476, Padam Nábh.	117
	D. I. KHAN DISTRICT					
112	Lálá Jhínda Rám, President, Arya Samáj.	„ ...	5	To the best pass in Sanskrit of the D. A. V. School, Lahore.	No. 1151, Gopí Rám.	121
	D. G. KHAN DISTRICT.					
13	Náwab Sir Imám Bakhsh Khán, Tumandár, Faridían.	„ ...	15	To the best pass of the Rojhán Middle School	No. 4179, Ghulám 'Alí.	367
14	Sardár Chalab Khán, Tumandár, Gurjání.	„ .	5	To the best pass of the Jámpur School.	No. 4173, Sultán Mahmúd Khán.	422

Appendix I.

Report on the Central Training College.

STATISTICS, CENTRAL TRAINING COLLEGE, LAHORE.

			1890-91.	1889-90.	Increase.	Decrease.
			No.	No.	No.	No.
Number of Scholars at the close of the year.	Senior Anglo-Vernacular Class.	Teachers...	2	3	...	1
		Others ...	16	19	...	3
		Total ...	18	22	...	4
	Junior ditto ditto ...	Teachers...	6	3	3	...
		Others ...	20	20	...	...
		Total ...	26	23	3	...
	Senior Vernacular Class	Teachers..	7	4	3	...
		Others ..	24	28	...	4
		Total ...	31	32	...	1
	Total ...	Teachers ...	15	10	5	...
		Others	60	67	...	7
		Grand Total ...	75	77	...	2
			Rs.	Rs.	Rs.	Rs.
Expenditure.	On Establishments and Contingencies.	From Provincial Revenues	15,453	14,501	952	...
		Do. other sources ...	330	360	...	30
		Total ..	15,783	14,861	922	...
	On Stipends.—From Provincial Revenues		7,941	7,276	665	...
	Total .		7,941	7,276	665	...
	Grand Total ...		23,724	22,137	1,587	. .
			No.	No.	No.	No.
Results of Examinations.	Senior Anglo-Vernacular Certificate Examination		15	10	5	...
	Junior Anglo-Vernacular Certificate Examination		19	14	5	...
	Senior Vernacular Certificate Examination		15	19	...	4
Number of Government stipendiaries			60	65	...	5
Do. of other stipendiary students ..			...	...	...	...
Ditto non-stipendiary students			...	2	...	2

APPENDIX I.

REPORT ON THE CENTRAL TRAINING COLLEGE, LAHORE, FOR THE YEAR 1890-91.

At the opening of the year the following constituted the staff of the College :—

F. Haden-Cope, Esquire, M.A., Principal.
Lálá Umráo Singh, M.A., Assistant Superintendent.
Lálá Jíyá Rám, M.A., 1st Assistant Master and Translator.
Lálá Súraj Naráin, 2nd ditto ditto
Jagan Náth, B.A., Science Master.
Munshí Ihsán 'Alí Khán, Oriental Teacher.

The following changes took place in the staff during the year :—

Lálá Umráo Singh was on a month's privilege leave with effect from 3rd March, 1891.

Lálá Jíyá Rám on deputation in the Government College, Lahore, with effect from 7th June, 1890. Munshí Nazar Muhammad acted for him from June till December, 1890. Then the latter was appointed to act as Head Master in the Central Model School, where he remained from 13th December, 1890, to 2nd January, 1891 ; came back to the Central Training College and remained there till the end of February, when he was transferred to Mooltan as District Inspector. Lálá Tárá Chand joined the College, as officiating 2nd Master and Translator, on the 14th March, 1891.

Lálá Súraj Naráin was on sick leave during the whole of April 1890.

Number and distribution of scholars.

The number of students on the rolls on 31st March, 1891, was 75, as against 77 last year. They comprise 15 teachers and 60 others, as against 10 teachers and 67 others last year. There are two teachers more on the Anglo-Vernacular side, and three more on the Vernacular side, than there were last year.

My present Senior Anglo-Vernacular Class is composed of two B.As., one man who has read up to but has not passed that examination, nine men who have passed the First Arts, and four who have failed in that test, and two teachers who have passed this examination. This is a stronger class than that of last year, as although I then had two B.As. and two "Failed B.As," I had only five men who had passed the First Arts and nine who had failed to pass this examination. I had also one free student who was a failed man as were two of the three teachers sent into this class.

The Junior Anglo-Vernacular Class contains this year six teachers and 20 others, as against three teachers and 20 others last year. These have all passed the Entrance Examination, the large majority of them last year, as I choose such men when I can, finding that if I take men who have passed eighteen months before the commencement of my session, they often simply join in order to get a subsistence allowance in the form of a stipend, while preparing for their First Arts Examination. At the beginning of the session I held an examination of all such men as cared to present themselves and were eligible, and made my selections from among them. I had 52 applicants for the Senior and 58 for the Junior Anglo-Vernacular Classes this year, though some, when I sent them a form to fill in and sign, and intimated that I should examine all candidates, did not put in an appearance. These applicants were all qualified by the examinations they had passed for admission, but would not subscribe to the statement that they desired to become teachers, had no intention of reading Law or Medicine, or of applying for permission to appear in an examination for Civil employment as Tahsíldár, Munsiff, Extra Assistant Commissioner, and so forth. This form I find necessary, as men will try and come to the College to get stipends and good sound instruction in English, and much more practice and facility in that language than they ever acquire in an Arts College, without any idea of becoming teachers. The Vernacular Class contains 31 men, of whom 7 are teachers, as against 32 men last year, of whom only 4 were teachers. With one exception all the men in this class are Normal School passed men only, a single man having passed the Entrance Examination on the Vernacular side.

Appendix I

Report on the Central Training College

The Anglo-Vernacular Classes were formed on 17th October, the day after I held my examination; but actual work was not commenced until after the holidays that there were in October. As happened last year, it was not possible to get the Vernacular Class together until a later date, as the results of the Junior Vernacular Examination were not out until late in October. The Assistant Superintendent was, however, permitted to see them in your office on 16th October, and on that day 30 men were selected and sent to, but only 26 of them joined the College, and this at various dates. We also selected three other men, making our number up to 29. Two of the 29 were dismissed, as we found that they were too weak to profit by the course, and two more had to be struck off on account of continued ill-health. One man I expelled for misconduct, and the number of stipendiaries in the class consequently fell to 24, there being six stipends vacant. This I deplore, but cannot help. The men kept dribbling in, and although we had applicants for stipends, I did not like to take them on until I was sure that those previously selected were not coming. We wrote to Deputy Commissioners on 16th October asking them to send in the men selected, and sent reminders on 1st November and again on 15th November, but in some cases did not get a reply at all. District Inspectors are, I think, to blame for this. The presumption is, I suppose, that District Inspectors did not bring the matter before the Deputy Commissioners.

To remedy the inconvenience, I propose, on the occasion of my next visit to Normal Schools, to ask Head Masters to select those that they consider their best pupils, and then to take the names of such of them as express a desire to undergo a course of training in the College, if they are successful in the Normal School Examination, and then to write to them direct, so as to obviate the great delay that now takes place.

Expenditure

The total expenditure during the year was Rs. 23,724, as against Rs. 22,137 in the previous year. This increase of Rs. 1,587 is owing, principally, to the fact that the Principal and the Oriental Teacher earned increments in their pay, while the Science Master is shown for the whole year as against six months in last year's report. Also, the amount paid in stipends has increased by Rs. 665. The decrease of Rs. 30 under "Other Sources" is due to the fact that the Gymnastic Master, who is paid by, and is a servant of, the Municipality, though his pay is drawn through the College, was fined one month's pay by the Committee, on the recommendation of, I believe, the Inspector of Schools, for misconduct in connection with the cricket matches last year; but I cannot speak positively on the point as I do not know exactly the facts of the case.

Stipendiary and Non-stipendiary students.

Sixty of the swenty-five men on the rolls are Government stipendiaries, as against 65 last year. The reason of the decrease in numbers has been already explained.

Results of the Examinations.

From the Senior Anglo-Vernacular Class 20 men appeared in the Certificate Examination and 15 passed, as against 10 out of 20 in the previous year. The increase of passes from 50 to 75 per cent. is, I venture to think, satisfactory, while an examination of the failures that took place shows that one or two men very nearly satisfied the Examiners. Excluding Mathematics, which is now an optional subject, there were 8 subject failures, for three of which a single student was responsible. He was not a stipendiary, but a free student, and I ought not really to have kept him on in the class, as I knew that he had no chance of passing. Excluding him there were two failures in English, one by one mark only, and the other by seven marks; one in Science and three in School Management; two by very few marks. The worst failure in School Management was that of Munshí Rám, a man who to me then unaccountably fell away in his work. I have now discovered the reason. He is now reading Law, and is a candidate for a Munsiffship, and has besides been up for the B.A. Examination, and he was, no doubt, merely making a convenience of the College, though I always ask the men when I admit them, if they intend to become Teachers, and do not take them if I find that they are going into some other profession. In the practice of Teaching all passed. In Mathematics there were 3 failures, the percentage of passes in this subject being as good now that it is an optional subject (in so far as that the men are not obliged to pass in it, though they must take it up) as it was when it was compulsory. I would here be allowed to say a word on the time of the year when these Certificate Examinations are held, namely, the end of July. I am convinced that it no unfrequently happens that a man fails in the examination simply because he

is in such a poor state of health that he can hardly sit at the examination, much less do himself justice. Lahore is terribly unhealthy in July, and last year there was a great deal of fever. Several of my men could hardly sit and write, and one man, the best in the year, was unable to send in any Euclid paper at all, he was so ill on that day, yet he managed, despite his illness throughout the examination, to pass in the 2nd division, whereas had he had his health, he would have headed the list, I believe. The men come up to these examinations utterly weary and weak, and the consequences are often what I have stated.

I sent up 21 candidates for the Junior Anglo-Vernacular Certificate Examination and passed nineteen, one man failing by two marks, and another by five in the paper on School Management. Seventeen of the nineteen got more than 50 per cent of the full marks in English, and eleven of them over 60 per cent. Here again there was not a single failure in the Practice of Teaching. You have already very kindly forwarded to me, demi-officially, His Honor's expression of approval at these results in the Anglo-Vernacular Classes, which are better than the College has ever shown, I believe.

I would also notice that in the Junior Anglo-Vernacular Examination 8 men passed in the first division, as against 4 in the previous year.

From the Senior Vernacular Class only 15 out of 32 men sent up to the examination passed, as against 19 out of 27 last year. The failures were—in Persian 2, in Urdú 8, in Mathematics 3, in History and Geography 1, in Science 7, in School Management 5, in the Practice of Teaching 2, one of whom was afterwards awarded a certificate by your predecessor, as he had only failed by one mark in a sub-head. The failures in Urdú are much heavier than they ought to be. It is true that the men know very little of the language when they come to us, but I fear that I must attribute the disastrous result of the examination in this subject to the fact that our Oriental Teacher, though an undoubtedly fine scholar, is getting on in life, and is wanting in energy, besides being old-fashioned in his method. The failures in Science I attribute to the fact that it is a new subject to, and one that is foreign to the notions of men such as those who form my Senior Vernacular Class. Of the 5 men who failed in School Management, two were utterly weak all round, and I never expected them to pass the examination, though I allowed them to go up for it. Four Teachers were sent in by Inspectors, and every man of them failed.

Critism lessons.

I find that I have nothing to add to or to take from my remarks of last year which were as follows :—

"I have been able in the current session to make greater use of the Model School Classes than formerly ; and at the time of writing it is a very rare occurrence for a man to give a lesson to his fellow students. The members of the Senior Anglo-Vernacular Class have already given two lessons each ; those of the Junior Anglo-Vernacular Class three each, two each on English through the medium of Urdú, and one each on common objects through the medium of English ; while the members of the Senior Vernacular Class have given two lessons each, and have nearly completed the third set. In all cases the lessons are criticised by some of the students and finally by the officer in charge, who records his opinion in a book kept for the purpose. The system I have adopted for students of the College teaching in the Model School is as follows :—Every Friday the men are told off to teach from Monday to Saturday next ensuing, each teaching one hour a day. Thus each class of the Model School is taught every day for one hour by a College student. The Head Master chooses the subjects and sets the work, and so arranges it that no one class is taught the same subject by students for two weeks running. For instance, if the V. High Class is taught English one week by a student, in the next week the student for that week will teach Mathematics, or some subject other than English, and so forth. Every Tuesday the Head Master furnishes me with a report, in a prescribed form, showing me what each student has done, the class and subject taught, the amount of work done, his method, manner, language, &c. Nearly every student has now taught for three weeks in the Model School. I visit the school from time to time while they are teaching there ; but I think it is desirable that the Head Master should have more leisure to superintend their work than he has at present ; for it is impossible for the Principal and the Assistant Superintendent to be as much in the Model School as they wish to be. If a trained European were

Appendix I.

Report on the Central Training College

obtained from England as Head Master, this supervision of students and giving lessons to his classes in their presence would be among the most important of his duties."

"In addition to teaching in the Model School every student attends it for two hours a week, simply to watch the Masters teaching their classes."

The Science lessons are still weak; but, as a considerable sum has been sanctioned for apparatus and laboratory, I have every hope that in the next session we shall have a decided improvement.

Physical Training.

This receives due attention, and the want of apparatus will not, I trust, be much longer felt, for as soon as the proposed amalgamation of the Central Model and Municipal Board Schools is accomplished, I shall have the honor to lay before you a statement of our requirements in detail. My idea is that we should have a gymnasium for the College, the Normal School, and the Model School, all in one.

Boarding House.

Since last year my suggestion, that the Principal should be provided with a house near the College and Boarding House, has been approved and sanctioned; and I am now living so near the latter that I can conveniently superintend it. It is very popular, and, with very few exceptions, all my students live there, 66 out of 75 being located there. Chicks, beds, mats and boxes have been provided; the men have a well-equipped Reading Room, in which they have their debates once a week, at a number of which I have presided. They have lawn-tennis courts and a fine shady garden, and are extremely comfortable. All that is wanted now is some proper provision for medical attendance, as is provided for the men in the Government College Boarding House, where the Civil Surgeon gets an allowance of Rs. 50 per mensem for attending to such of the 52 boarders as are sick.

In the present session provision for medical attendance and medicine has been made by the Assistant Superintendent, Lálá Umráo Singh, who has very generously defrayed the cost out of his own pocket.

Conduct and discipline.

The conduct of the students has been, with one or two exceptions, excellent. Last summer one of the students had a fracas with a European youth just outside the Boarding House, in which I happened to be at the time. I enquired into the matter and found that it was the result of a misunderstanding. I settled the matter to the satisfaction of both sides. In the present session a dispute arose between a student and one of the members of the staff, which was reported to you at the time. Since then I have dismissed a student for brawling in the Boarding House. His offence was that, entering the Mussalmán Kitchen, of which he was a member, he began to abuse the student who was managing it; and upon the latter remonstrating and laying down the keys of the godown, and saying that some one else might take up such a thankless office, he still further abused him, and taking off his shoes inflicted a severe beating upon him.

This man, like the two others I have mentioned above, was a Mussalmán from the Bunnú District, and I felt that it was necessary, in the interests of the College discipline, to make an example of him, so I, after carefully enquiring into the case, dismissed him. He was not a teacher, but a stipendiary student; and I wrote and told the Assistant Inspector of the Deraját Circle what I had done, and said that although I had dismissed the man from the College, I would not stand in the way of his appearing as a private candidate at the Certificate Examination.

I believe that there is a good tone in the College, and that the men are proud of the institution to which they belong. I find them quiet, respectful, and amenable to discipline.

The members of the staff have worked well throughout the year.

TRANSLATION DEPARTMENT.

The staff consists of the 1st and 2nd Assistant Masters and Translators. Part of their time is devoted to teaching in the College; part to translation work, compilation, revision and reviewing of books.

The post of 1st Assistant Master and translator was held by Lálá Jíyá Rám from the 1st April to 7th June, 1890; by Munshí Nazar Muhammad from 7th June, 1890, to 14th March, 1891, (except from 13th December, 1890, to 2nd January, 1891) when he was deputed to the Central Model School, and the post remained without any incumbent); and by Lálá Súraj Naráin from 14th March, to 31st March 1891.

The post of 2nd Assistant Master and Translator was held by Lálá Súraj Naráin from 1st April, 1890, to 14th March, 1891 (except from 1st April to 30th April, 1890, when, he being on sick leave, no one was appointed to officiate for him) ; and by Lálá Tárá Chand from 14th March to 31st March, 1891.

The work actually done by the several members of the staff is shown below :—

I.—LALA JIYA RAM.

(1). Translated three Circulars.

(2). Revised and corrected the Geographies of the Lahore and Montgomery Districts, adding 15 pages of new matter.

(3). Reviewed for the Text-Book Committee six books.

II.—MUNSHI NAZAR MUHAMMAD.

(1). Translated six Circulars.

(2). Compiled Geographies of Hazára and Dera Isma'íl Khán Districts, 60 pages each.

(3). Revised Geography of Kángra, adding 30 pages of new matter.

(4). Reviewed for the Text-Book Committee 15 books.

III.—LALA SURAJ NARAIN.

(1). Translated—

(*a*) and compiled lessons for the Fourth and Fifth Urdú Readers (100 pages).

(*b*) twelve Circulars.

(*c*) corrected translation of the last 125 pages of the Punjab Education Code for the 3rd Edition, adding 50 pages of translation of new matter.

(*d*) corrected translation of the first 56 pages of the Code for the 4th Edition, adding translation of new matter (about 20 pages).

(2). Compiled Geographies of Simla and Dera Gházi Khán, 60 pages each.

(3). Revised and corrected—

(*a*) The Fifth Urdú Reader with Colonel Holroyd.

(*b*) Geography of Pesháwar, adding 15 pages of new matter.

(4). Reviewed for the Text-Book Committee 81 books.

IV.—LALA TARA CHAND.

(1). Reviewed for the Text-Book Committee one Urdú Book.

LAHORE :
Dated 29th April, 1891.

F. HADEN-COPE, M.A.,
Principal, Central Training College, Lahore.

Appendix J.

Report on the Veterinary College, Lahore

APPENDIX J.

REPORT OF THE LAHORE VETERINARY COLLEGE FOR THE YEAR 1890-91.

Increase of number of students.

I would bring to notice the large increase in the number of students entering the College, and would beg to remark that either one of two things must be done with regard to this matter, either that the College premises and teaching staff must be increased, or the number of pupils admitted be limited. According to a letter No. 38 of Military Department, dated 7th March, 1881, the number of students is proposed to be limited to 60, whereas last year there were 52 new students admitted, and this year there are 75. This large increase is absolutely swamping the College, and some steps such as I have above mentioned must be taken to remedy matters.

Expenditure.

There is a decrease of Rs. 561-13-0 per mensem, or Rs. 5,057 from 1st July, 1890, the day I took over charge of the College, in the Imperial Revenues, *viz.*, between the pay of my predecessor and myself, *viz.*, Rs. 900 against Rs. 1,461-13-0 per mensem. There is an increase under the Provincial charges of Rs. 527 for the year 1890-91, made up of the following items: an increase of Rs. 25 per mensem to Demonstrator of Anatomy, equal to Rs. 200, from 1st August, 1890; Rs. 25 per mensem to Head Clerk, equal to Rs. 38-6-3, from 14th February, 1891; a Second Clerk on Rs. 30 per mensem, equal to Rs. 46-1-1, from 14th February, 1891; an increase of Rs. 8 per mensem to the Vernacular Clerk, equal to Rs. 12-4-6, from 14th February, 1891; and a striker to the Forge Foreman on Rs. 8 per mensem, equal to Rs. 12-4-6, from 14th February, 1891, in the permanent establishment, together with an increase of Rs. 218 in the Provincial Budget of the year 1890-91.

Income.

The amount realized by the practice of the College and paid into the Treasury was Rs. 3,551-15-3, showing a decrease of Rs. 1,449-5-1 from last year. This can be accounted for by the fact that last year's income was altogether abnormal. My predecessor, prior to handing over charge of the College to me in July, 1890, made every effort to obtain payment of the outstanding debts that were owing, many of them for years past. In this he was successful, as will be seen from his Annual Administration Report; also the monthly cash receipts, and this accounts for the large income of that year.

Stipends.

The stipends paid in this year are shown in Appendix C., there being 32 compared with 34 of last year.

Scholarships.

There are only two Government Scholarships, *viz.*, one at Rs. 8 per mensem and one at Rs. 6 per mensem from the Imperial Government. There are also five scholarships from the John Lawrence Memorial Fund.

Final Examination.

The results of the Final Examination are shown in Appendix D., and, I trust, will be considered satisfactory, especially, when it is borne in mind that these men's studies have been interrupted, as I only took over charge of the College from my predecessor on 1st July, 1890, and as you must be aware, a change of Principals in any teaching institution always throws the students' studies back. While speaking of this matter, I must point out that, as at present constituted, you must be prepared for constant changes of Principals of the Veterinary College. My predecessor was an officer of the old Indian Veterinary Department, *viz.*, he belonged to the East India Company's Army, and was about the only Veterinary Officer of that Army left. Myself and the Veterinary Surgeons now serving in India belong to the Imperial Army, and only came out to India for a period of six years' service, then returning to the English Establishment until our turn for foreign service in any part of the world comes round again, and the pay and other advantages of the post I now occupy are not sufficiently great to induce any officer to remain on at it when his turn of Indian service expires. The appointment will never be vacant, for any one will always accept it to fill in the three or four years of Indian service he may have to put in before being relieved; but the question that arises is if it is of advantage to the College that constant changes of Principals should take place every three or four years, and to my mind it appears prejudicial in the last degree. I merely make these remarks to point out a difficulty I foresee, as it seems impossible to impress on the authorities that Veterinary Officers do not

belong to the Local Indian Service; and, second, that they have a profession which, if they choose to practice in their leisure either in India, the Colonies, or in England, they can, with a good deal less trouble and labour than is entailed in the management of an institution like the Lahore Veterinary College, make as much, if not more, than the extra staff salary that is given. In this I speak from practical experience, for I have done so before I occupied my present appointment.

Board of Examiners.

Another matter with regard to the Final Examination is the great difficulty in forming an Examining Board owing to the very few Veterinary Officers there are in India. For this last Final Examination Board I asked for the attendance of the Principal Veterinary Surgeon in India, the General Superintendent, Horse Breeding Operations in India, and the Assistant Superintendent, Horse Breeding Operations, Punjab, all of whom are Veterinary Officers. The Principal Veterinary Surgeon in India was unable to attend, and nominated another Veterinary Officer as a substitute. At the last moment the General Superintendent, Horse Breeding Operations, was unable to be present, and on my applying to the Principal Veterinary Surgeon in India for a substitute for him, he was unable to give one, there being no Veterinary Officer available. I then had to ask the Veterinary Surgeon to the Punjab Government to act as an Examiner, which he kindly did; but I would remark that this is most undesirable, as this officer is also a teacher in the College. At the last minute the Assistant Superintendent, Horse Breeding Operations, Punjab, became ill, and nearly had to go on the sick list. Had he done so, it would have been necessary to have stopped the examination, as a substitute could not have been found for him. I would also beg to remark that it is but few Veterinary Officers in Military employment who are capable of examining in Vernacular, as the conditions of Military service in the Army Veterinary Department in India are now such that it is to an officer's advantage to be able to plead ignorance of the language, manners and customs of natives, at least, that is my personal experience. I make these remarks in order to avoid difficulty if at any future occasion an Examining Board cannot be formed.

Increase of course of study.

Raising standard of Preliminary Examination.

I am most positively of opinion that the course should be increased to three years, and about this matter I have no further remarks to offer beyond those given in the last Annual Report. I also consider that the standard of the Entrance Examination should be raised so as to include some knowledge of English. In fact, unless the Government will increase the teaching power of the establishment, this will be compulsory; also it will have to be made competitive.

J. A. NUNN, A. V. D.,

Principal, Lahore Veterinary College.

Appendix A.

STATEMENT SHOWING NUMBER OF STUDENTS AS COMPARED WITH THAT OF LAST YEAR AT THE CLOSE OF THE YEAR 1890-91.

	1890-91.	1889-90.	Increase.	Decrease.
First year students	45	45	...	...
Second year students or Final Class	38	45	...	7
Total ...	83	90	...	7

Appendix J.

Report on the Veterinary College, Lahore.

Appendix B.

EXPENDITURE ON ESTABLISHMENT AND CONTINGENCIES.

From	1890-91.	1889-90.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Imperial Revenues	15,485	20,542	...	5,057
Provincial Revenues	12,739	12,212	527	...
Total ...	28,224	32,754	...	4,530

Appendix C.

STATEMENT OF SCHOLARSHIPS.

		1890-91.	1889-90.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
Expenditure.	District Funds	2,429	2,468	...	39
	Municipal Funds	288	223	65	...
	Other sources, Government of India ...	168	168	...	...
	„ „ Lord Lawrence	600	550	50	...
	Total ...	3,485	3,409	76	...
Number of holders.	Government open Scholarships ...	2	2	...	...
	Lord Lawrence Scholarships	5	5	...	...
	Stipends from District and Municipal Funds.	32	34	...	2
	Total ...	39	41	...	2

Appendix D.

RESULTS OF EXAMINATION, 1890-91.

		1890-91.	1889-90.	Increase.	Decrease.
Veterinary Assistants	Candidates	*44	45	...	1
	Passes	37	38	...	1
	Total ...	81	83	...	2

* Including six students who had been rejected for Practical Medicine and Surgery at previous examinations, but who in the meanwhile had been employed in Regiments and Districts, and had worked up this particular subject, and were allowed to present themselves for examination.

APPENDIX K.

REPORT OF THE MAYO SCHOOL OF INDUSTRIAL ART, LAHORE, FOR 1890-91.

Changes in the School Staff.

At the opening of the year under review Mr. J. L. Kipling, C.I.E., Principal, took seven months' furlough to Europe, afterwards extended to eighteen months, and I was appointed to officiate as Principal of the Mayo School of Art.

Rám Singh, Assistant Master, obtained six months' leave on private affairs with effect from 1st January, 1891, for a matter which concerned Her Majesty the Queen Empress, and Gurdit Singh, an advanced pupil and John Lawrence Scholarship-holder of the School, was appointed to officiate for him.

Number of students.

The number of students on the rolls on the 31st March, 1891, was 117, and the average attendance 94. These figures show an increase of 19 and 8 respectively over the number in 1889-90, and are therefore satisfactory.

The distribution with regard to subjects is in the following divisions :—

(1) Engineering, Drawing, Estimating, and Surveying, 15 students.

(2) Architectural and Constructive Drawing with Carpentry and Wood-carving, 54 students.

(3) Decorative Design, Lithography, Pen-drawing, advanced Light and Shade and Elements of Colour, 41 students.

(4) Modelling in Clay and Moulding, 7 students.

With the exception of the Engineering Class, all the classes are taught Linear Perspective and Practical Geometry which, with free-hand drawing, are obligatory subjects for all the students of the school proper.

The Second and Third Divisions are graded into elementary and advanced classes.

In the Second Division 16 boys are in the elementary and 38 are advanced; about half of these last, however, might be considered middling.

In the Third Division 26 boys are in the advanced stage, 10 of whom are middling and the remaining 16 elementary.

In the Fourth Division the whole of the students are in the advanced, one of them being far advanced, and quite suited to a post of Modeller in an Industrial School.

Expenditure

The following statement will show the amount expended during the year :—

ESTABLISHMENT AND CONTINGENCIES.

From the Provincial Fund ... ... Rs. 11,663.

From Punjab University for the Engineering Class from the sources :—

	Rs.
Provincial Revenues	184
District Fund	8
Municipal Fund	24
Fees	95
Subscriptions	36
Endowments and other sources	309
Total ...	656

FURNITURE, &c.

From the Mayo Memorial Fund (special expenditure on books) Rs. 92.

Engineering Class expenditure by the Punjab University from the following sources on furniture :—

	Rs.
Provincial expenditure	36
District Fund	2
Municipal Fund	3
Subscriptions	5
Endowments and other sources	34
Total ...	80

APPENDIX K.—REPORT ON THE MAYO SCHOOL OF ART.

Appendix K

Report on the Mayo School of Art

SCHOLARSHIPS.

The following scholarships have been held during the year :—

From the Provincial Fund 30 stipends varying in value from Re. 1 to Rs. 10, Rs. 919.

From the District Fund, four—

	Rs.
One Jullundur District Board	42
One Siálkot ,, ...	60
One Gujrát ,, ...	40
One Sháhpur ,, ...	77
Total ...	219

From the Municipal Fund, eleven—

Nine Amritsar Committee...	704
One Jhang (Chiniot) Committee	71
One Gujránwála ,, ...	32
Total ...	807

From endowments and other sources—

Three John Lawrence Scholarships, Rs. 450.

The Punjab University has contributed towards the Engineering Class scholarships, three in number, from the sources below :—

	Rs.
Provincial sources	72
District Fund	4
Municipal Fund	10
Subscriptions	14
Endowments and other sources	120
Total ...	220

The total expenditure during the year from all sources has been Rs. 15,104, or Rs. 3,220 less than the previous year. This falling off in the expenditure is chiefly due to the Principal's being on leave throughout the year.

Success of students in obtaining employment.

Uttam Singh was appointed Assistant Drawing Master in the Railway Technical School on Rs. 30 a month ; John David of the Modellers' Class as a Modeller in the Amritsar Industrial School on Rs. 25 a month ; Duní Chand was appointed with Captain Wingate of Ráwalpindí as a Draftsman on Rs. 30 a month ; Gurdit Singh was appointed to officiate for Rám Singh during his absence on Rs. 30 a month in the Mayo School of Art ; Mián Muhammad, an advanced student, has taken the post at High School, Lahore, vacated by Uttam Singh, when he was appointed to the Railway Technical School, and attends there three times a week.

Attainments of students on joining, and their progress during the year.

The low level of general attainment of the youths who come to the school has been frequently commented on in previous reports, and to mitigate this mental poverty and make it possible to teach such subjects as Geometry and Perspective, we continue to give instructions in Reading, Writing and Arithmetic to the students, especially to the younger boys in the Second and Third Divisions. The general progress of the School has been satisfactory, especially the students have greatly advanced in Perspective and Practical Geometry this year.

Outside schools.

The Industrial Schools at Amritsar and Delhi, and the Railway Technical School, Lahore, were visited by me during the year, and their results were duly reported to the Director of Public Instruction, Punjab.

Competition for scholarship.

For the re-distribution of School stipends amongst the students in the subjects taught, a competition was held in January last, and I was glad to notice that their progress was good and satisfactory.

Punjab University Engineering Examination.

One student from the Engineering Class went up for the First Examination of the Punjab University in Engineering, and he passed with success.

Work outside the ordinary School lessons.

A good deal of the painted decoration of the interior of the Wazír Khán's Mosque, for the reasons given in our last year's report, has been reproduced by the advanced pupils of the Third Division. Also at the request of Mr. List, Superintending Engineer, North-Western Railway, two shields of Russian Arms were prepared in the School to be used as decorations on the occasion of the visit of His Imperial Highness the Czarwich of Russia.

Appendix K.

Report on the Mayo School of Art.

A few illustrations of working people and of the native gold and silver ornaments were made for the monograph on gold and silver at the request of the Financial Commissioner, Punjab.

A design was made for a shield which His Excellency the Viceroy presented as a prize at the last Calcutta Races. This design was executed in Koftwork and proved a great success.

Among the minor works done in the School during the year may be mentioned specimen copies for the new Course of Drawing similar to the standards for the existing Course for the Industrial Schools supplied to the Director of Public Instruction, Punjab; designs for a cupboard and an almirah in wood-carving for Baron Von Heyking, Consul-General, Germany, and many other new designs of less importance that are continually being supplied to the workmen of the Province. Details of the new Museum have also been prepared by the students of the Second Division.

Mr. Pinto, the Modeller, with his students, has made several decorative plaster works for the new wing of the School and an Ionic pillar in plaster for the Quetta Residency. He also made several casts from the paper moulds sent us by Mr. Smith of the Archæological Department for the Lucknow Museum.

I am sorry, for want of accommodation, we could do very little in the way of carpentry and wood-carving. Only half a dozen panels—a light work which could be done on roof—were made to an order from Dr. Joubert of Calcutta, who, while acknowledging them, writes thus:—

"I have to thank you very much for the way in which the work has been done. I am entirely satisfied, for the work is pure gothic, and as like the original as possibly could be with only the drawings and the bit of old panel to go by. Indeed, I may say if your men had had the originals at home to go by they would not have done better."

School building.

Owing to the demolition of our carpenters' shed and the construction of the new wing, we have been very short of accommodation throughout the year. The progress of the latter is very slow, and I doubt if it will be completed before the coming vacation.

Mention of staff.

This being the end of my first year's experience in an Indian Art School, I am glad that my temporary position as Officiating Principal gives me the opportunity of making known my pleasure at the way in which the Assistants of this School do their duties. They are clever, intelligent, and anxious to improve the students. Munshí Sher Muhammad is particularly quick in imparting to his students so (to them) new and perplexing a subject as Perspective. Mr. Pinto has done some excellent designing, and he teaches most thoroughly.

Concerning the Registrar, Lálá Dhanpat Rái, I heartily endorse what was reported of him last year by Mr. Kipling, that his work has been done with zeal and intelligence.

F. H. ANDREWS,

Offg. Principal, Mayo School of Art, Lahore.

Appendix L.

Registration and Text-Book Department.

APPENDIX L.

REPORT OF THE REGISTRAR, EDUCATION DEPARTMENT, FOR THE YEAR 1890-91.

At the commencement of the year under report, there was a balance of Rs. 225-15-7, due by Munshí Gulâb Singh, on account of books and materials purchased outright from the stock of the late Book Depôt; and this he has paid during the year—*vide* Statement No. I (1).

2. The commission sale account, which at the commencement of the year showed a balance of Rs. 174-6-0 against Munshí Gulâb Singh as the nominal value of the books then in his hands, has also been squared, the Munshí having returned the books early last year—*vide* Statement No. I (2).

3. The account of the Secretariat books shows no improvement. No sales seem to have been effected during the year, and the balance of Rs. 1,514-4-0, which represents the value of books still with the contractor, remains as before—*vide* Statement No. I (3).

4. The stock of the late Book Depôt had been disposed of entirely as stated in para. 5 of the report for the previous year. There was, however, a sum of Rs. 685-5-7 outstanding against the purchasers, and a small number of books left in hand at close of the year. These last, together with books received back from Munshí Gulâb Singh (para. 2 above), were auctioned at the commencement of the year, bringing in a sum of Rs. 296-13-3, and raising the total to Rs. 982-2-10. Of this, Rs. 800-4-0 was realized and credited to Government as below, leaving a balance of Rs. 181-14-10 still outstanding against the purchasers—*vide* Statement No. II :—

	Rs.	a.	p.
Cash paid into the Treasury	470	0	11
Adjusted by transfer entry—price of books supplied to the British Museum, London	180	4	3
Advance made for purchase of books for the British Museum to be recovered and adjusted by transfer entry	*149	14	10
Total	800	4	0

5. Besides this, a sum of Rs. 238-15-0, on account of sale proceeds of spare copies of registration books, Rs. 7-9-0 realized by sale of a copy of the Fauna of British India, sold direct by the Registrar, Rs. 6-12-9 on account of unserviceable furniture, and 6 annas recovered by sale of a stationery box, or altogether Rs. 253-10-9, was credited to Government during the year.

6. A sum of Rs. 6,519-11-10 was due by Munshí Gulâb Singh on account of Government share of copy-right in the Departmental Text-Books for the year under report. Of this, he has paid Rs. 5,016-8-2, leaving a balance of Rs. 1,503-3-8 outstanding against him for copies of books published, but not brought forward during the year for being stamped.

* Since recovered in cash and credited to Government in July, 1891.

LAHORE:

The 10th June, 1891.

RAM KISHAN,

Registrar, Education Department.

No. I

TEXT-BOOK DEPARTMENT IN ACCOUNT WITH MUNSHI GULAB SINGH, FROM 1ST APRIL 1890, TO 31ST MARCH, 1891

(1). *Books and Materials purchased outright.*

CREDIT.	Total. Rs.	A.	P.	DEBIT	Total. Rs.	A.	P.
Payment made during the year	225	15	7	Balance due on 31st March 1890	225	15	7
Total	225	15	7	Total	225	15	7

(2). *Commission Sale Account.*

BOOKS RETURNED BY MUNSHI GULAB SINGH. Rs A. P.				Balance due on 31st March, 1890	174	6	0
Value of Books	217	15	0				
Less discount at 20 per cent.	43	9	0				
	174	6	0				
Total	174	6	0	Total	174	6	0

(3). *Account of Secretariat Books held on Commission Sale.*

	Rs.	A.	P.				
Payment made during the year	...	...	...	Balance on 31st March, 1890	1,514	4	0
Balance due	1,514	4	0				
Total	1,514	4	0	Total	1,514	4	0

RAM KISHAN,

Registrar, Education Department.

No. II.

STATEMENT SHOWING THE ACCOUNT OF SALE OF THE OLD STOCK OF THE LATE BOOK DEPOT, PUNJAB, FOR THE YEAR 1890-91.

	Rs.	A.	P.		Rs.	A.	P.
Balance (outstanding) on 31st March, 1890	685	5	7	Payment made during the year	* 800	4	0
Sale proceeds of Books sold during the year	296	13	3	Balance due	181	14	10
Total	982	2	10	Total	982	2	10

* A sum of Rs. 149-14-10, which was expected to be adjusted by transfer entry, has since been recovered in cash and credited to Government in July, 1891.

RAM KISHAN,
Registrar, Education Department.

No. III.

TEXT-BOOK DEPARTMENT IN ACCOUNT WITH MUNSHI GULAB SINGH, FROM 1ST APRIL, 1890, TO 31ST MARCH, 1891.

Account of Government share of copy-right in the Departmental Text-Books published by the Munshí.

CREDIT.	Total.			DEBIT.	Total.		
	Rs.	A.	P.		Rs.	A.	P.
Payment made during the year	5,016	8	2	Balance on 31st March, 1890	...	...	...
Balance due	1,503	3	8	Government share of copy-right in Books published by the Munshí during the year.	6,519	11	10
Total	6,519	11	10	Total	6,519	11	10

RAM KISHAN,

Registrar, Education Department.

Appendix M.

Punjab Text Book Committee.

APPENDIX M.

REPORT ON THE OPERATIONS OF THE PUNJAB TEXT-BOOK COMMITTEE FOR THE OFFICIAL YEAR 1890-91.

Membership and meetings.

During the year under report, there have been few changes in the membership of the Punjab Text-Book Committee; Mr. E. B. Francis and Mr. Andrews have replaced Mr. Lewis and Mr. Kipling respectively, and Maulaví Muhammad Dín, M. O. L., has proved a useful substitute for Maulaví Muhammad Hussain, Azád, who had in former years given great help to the Committee. Twenty-four meetings were held, five of the General Committee and nineteen of the various Sub-Committees, each of these Sub-Committees having done important work. More meetings were held in the year preceding, but there has been no falling off in the activity shown by the Committee and its members, or in the importance and amount of the work undertaken and disposed of. At the close of the year under report, the present Secretary was re-elected for a further period of two years, and the office establishment strengthened. The membership of the various Sub-Committees as reconstituted is appended.

New features.

2. The Committee has worked on the lines laid down in the new constitution and rules adopted in 1890, but the new features may be noticed here. The terms of the contract for the publication and sale of text-books, which had been proposed on the date of the last report, were partially reconsidered, and a satisfactory agreement finally arranged. Definite rules were drawn up for the payment of remuneration to the Examiners employed by the Registrar, Education Department, for special work done by them; provision was made for the supply of standard copies of text-books and maps, and specimen copies of every new edition of such publications, in order that the Committee might assist the Registrar in checking the work of the Contractor; preliminary measures have been taken for the development of the Vernacular literature of the Province by the preparation of lists of books, translations of which are thought desirable; the Reference Library has been largely increased, and certain rules adopted for its use; more active correspondence has been kept up with other Provinces in order to keep the Committee informed of the Schemes of Studies and Text-books used throughout India; and, in response to a request from the Committee, the Local Government has decided to place a sum of Rs. 3,000 annually at the disposal of the Committee for the supply of English books of moderate price to the libraries of Government, Board, Aided, and Unaided High Schools, and of Vernacular books to Middle Schools. This is a most valuable extension of the Committee's functions, enabling them to encourage the circulation of books of merit, even when these books are not of such a character as to be suitable for entry in the permanent lists of books for school libraries. The permission recently given for the publication of the Committee's Proceedings in the *Government Gazette* will further increase the amount of money available for the general purposes of the Committee.

General review of work.

3. During the year the Technical Sub-Committee met seven times and finally adopted a scheme of instruction for the Railway Technical School. Arrangements were also made for the preparation of a Manual for Teachers, a Text-book of Mensuration for Middle Schools, a Mahájaní Arithmetic, an Agricultural Reader, and a Manual of Précis Writing and Drafting; courses of Physical Training were drawn up, and proposals made for the supply of specimens of apparatus. The English Sub-Committee adopted Mr. Sime's *Moral Reader*, and Mr. Robertson's *High School Reader* (first edition) passed a scheme of transliteration for technical terms and proposals to revise the Punjab series of English Readers, and to encourage Vernacular literature by calling for lists of books suitable for translation. The Gurmukhí Sub-Committee adopted a Gurmukhí Course for Normal Schools, a provisional list of books suitable for school libraries, and a translation of *The Way to Health*, besides arranging for a translation of *The Good House-Mother*, and assisting with the compilation of the Punjábí Dictionary. The Hindí Sub-Committee approved of a Hindí Course for Normal Schools, and arranged for the preparation of Hindí copy-slips and of a translation of *The Good House-Mother*. A Hindi translation of *The Way to Health* is also ready for the press. The Urdú Sub-Committee took steps for the preparation of a series of Urdú copy

Appendix M.

Punjab Text-Book Committee.

books and of a revised and extended *Urdú ka-Qá'ida*. The Arabic Sub-Committee adopted a Pashtú Course for Normal Schools. The Sub-Committee on History and Geography dealt with eight District Geographies, drew up a scheme for the improvement of the departmental maps, offered a reward for the best manuscript of a Geographical Reader for the 5th class of Primary Schools, and arranged for the preparation of pictorial charts illustrative of geographical terms; while the Library Sub-Committee made several important proposals regarding the use of the Reference Library and the terms of the publisher's contract. In addition, large number of books submitted for patronage were disposed of, the most of them being, as usual, found unsuitable. A list of those considered and approved, and a list of those prescribed for school libraries, are also appended.

Reference Library and Museum.

4. As is evident from the list appended, considerable additions have been made to the Reference Library during the year, and now that it is fairly complete, the Committee will be able to devote a larger proportion of its funds to other objects, such as the purchase of specimens of apparatus.

Funds.

5. From the Statement of Accounts given, it will be seen that the income for the year (including last year's balance) exceeded the expenditure by Rs. 2,949-4-5. The sum of Rs. 1,178 was spent on the purchase of books, maps, &c., as against Rs. 589 in the preceding year; and in connection with the preparation of new text-books or new editions, Rs. 1,115 was spent as against Rs. 261 in the previous year.

Work in other Provinces.

6. Some difficulty has been experienced in getting clear information regarding the work of similar Committees in other Provinces, but what could be elicited by correspondence has been obtained. Endeavours have been continued with a view to securing copies of all text-books in use in India which it might be useful for the Committee to examine, and in time most of these will be in the Reference Library.

LIST OF MEMBERS OF THE PUNJAB TEXT-BOOK COMMITTEE

(Corrected up to 31st March, 1891).

I.—Members nominated by the Government.

1. The Director of Public Instruction (Mr. J. Sime, M.A.), *President, ex-officio.*
2. Rev. Dr. C. W. W. Forman, American Mission, Lahore.
3. Mr. E. S. Robertson, M.A., Professor, Government College, Lahore.
4. Mr. W. Bell, M.A., Professor, Government College, Lahore.
5. Revd. Dr. J. C. R. Ewing, Principal, Mission College, Lahore.
6. Mr. J. C. Oman, Professor, Government College, Lahore.
7. Bháí Gurmukh Singh, Alexandra Reader, Oriental College, Lahore.
8. Pandit Bhanu Datta, Sanskrit Teacher, Municipal Board School, Lahore.
9. The Principal, Central Training College, Lahore (Mr. F. Haden Cope. M.A.), *ex-officio.*
10. The Registrar, Education Department, Lahore (*Lálá* Rám Kishan), *ex-officio.*
11. Díwán Narendra Náth, M.A., Assistant Commissioner, Mooltan.
12. Dr. M. A. Stein, Principal, Oriental College, and Registrar, Punjab University.
13. Mr. E. B. Francis, Settlement Collector, Ferozepore.
14. Mr. F. H. Andrews, Officiating Principal, Mayo School of Industrial Art, Lahore.
15. Maulaví Muhammad Dín, M.O.L., Professor, Oriental College, Lahore.

Members appointed by the University of the Punjab.

1. Dr. W. P. Dickson, Superintendent, Central Jail, Lahore.
2. Mr. F. C. Channing, Divisional Judge, Amritsar.
3. Faqír Saíyad Jamál-ud-dín, Honorary Magistrate, Lahore.
4. Dr. Rahím Khán, Khán Bahádur, Lecturer, Lahore Medical College.
5. Dr. Muhammad Hussain Khán, Khán Bahádur, Honorary Magistrate, Lahore.

Appendix M.

Punjab Text-Book Committee.

6. Pandit Gurú Parshád, Mahamahopadhaya, Head Pandit, Oriental College, Lahore.
7. Sardár Sir 'Atar Singh, K.C.I.E., Mahamahopadhaya, Chief of Bhadaur.
8. Mr. C. J. Rodgers, late of the Archæological Department, Punjab.
9. Revd. S. S. Allnutt, M A., Principal, St. Stephen's College, Delhi.
10. Bábú Chandra Náth Mittra, Assistant Registrar, University of the Punjab.
11. Lálá Piyáre Lál, Inspector of Schools, Jullundur Circle, Jullundur.
12. Sardár Dharm Singh, Soin, Assistant Engineer, Lahore.
13.
14.
15.

SUB-COMMITTEES.

(*Corrected up to 31st March*, 1891).

1.—English Language, Literature and Grammar.

1. Mr. Robertson.
2. Dr. Ewing.
3. Mr. Sime.
4. Mr Bell.
5. Bábú C. N. Mittra.
6. Principal, C. T. College.
7. Registrar, Education Department.
8. Revd. S. S. Allnutt.

2.—Mathematics, Natural Science and Technical Education.

1. Mr. Francis
2. Mr. Oman.
3. Mr. Sime.
4. Mr. Andrews.
5. Dr. Dickson.
6. Mr. Rodgers.
7. Mr. Bell.
8. Bábú C. N. Mittra.
9. Registrar, Education Department.
10. Principal, C. T. College.

3.—History and Geography.

1. Mr. Robertson.
2. Mr. Oman.
3. Dr. Rahím Khán.
4. Dr. Stein.
5. Mr. Rodgers.
6. Dr. Dickson.
7. Díwán Narendra Náth.
8. Principal, C. T. College.
9. Registrar, Education Department.

4.—Urdú Language and Literature.

1. Revd. S. S. Allnutt.
2. Mr. Sime.
3. Dr. Ewing.
4. Dr. Forman.
5. Mr. Rodgers.
6. Faqír S. Jamál-ud-dín.
7. Lálá Piyáre Lál.
8. Bábú C. N. Mittra.
9. Díwán Narendra Náth.
10. Dr. Muhammad Hussain Khán.
11. Dr. Rahím Khán.
12. Registrar, Education Department.
13. Maulví Muhammad Dín, M.O.L.

5.—Arabic and Persian.

1. Mr. Rodgers.
2. Faqír S. Jamál-ud-dín.
3. Dy. Núsir 'Ali Khán.
4. Dr. Rahím Khán.
5. Lálá Piyáre Lál.
6. Dr. Stein.
7. Díwán Narendra Náth.
8. Registrar, Education Department.
9. Maulví Muhammad Dín, M.O.L.

6.—Hindí and Sanskrit.

1. Pandit Bhanu Datta.
2. Pandit Gurú Parshád.
3. Díwán Narendra Náth.
4. Dr. Stein.
5. Dr. Ewing.
6. Bháí Gurmukh Singh.
7. Bábú C. N. Mittra.
8. Sardár Sir 'Atar Singh.
9. Registrar, Education Department.

7.—Gurmukhí.

1. Sardár Sir 'Atar Singh.
2. Pandit Bhanu Datta
3. Bháí Gurmukh Singh.
4. Sardár Dharm Singh, Soin.
5. Registrar, Education Department.

8.—Libraries of Schools and Reference Library.

1. Mr. Robertson.
2. Dr. Ewing.
3. Mr. Andrews.
4. Mr. Sime.
5. Dr. Stein.
6. Revd. S. S. Allnutt.
7. Mr. Oman.
8. Principal, C. T. College.
9. Mr. Bell.
10. Revd. Dr. Forman.
11. Pandit Bhanu Datta.
12. Bháí Gurmukh Singh.
13. Registrar, Education Department.
14. Bábú C. N. Mittra.

List of Books considered and approved by the Text-Book Committee during the year 1890-91.

No.	Name of Book and Author.	Remarks.
	English Language and Literature.	
1	*A Moral Reader for High Schools*, by Mr. J. Sime.	Parts II and III of the book were prescribed as part of the course of reading for Anglo-Vernacular High Schools. It was decided also to recommend that the book be forwarded to the University for opinion whether it might, as a whole, be introduced as one of the books prescribed for the Intermediate English Course.
2	*High School Reader*, by Mr. Robertson...	Recommended for use in High Schools, replacing the two books hitherto used, *viz.*, Lethbridge's *Selections and Royal Reader*, No. VI. This recommendation relates to the first edition of the book alone: the second and subsequent editions will be considered on their own merits.
3	*Government of India: A Primer* ...	Recommended for all Anglo-Vernacular School Libraries.
4	*First Work in English*, by Murison and Adam.	To be placed in the Reference Library of the Text-Book Committee.
5	*Shakespeare's Henry the Fourth*, by O. Elton.	Ditto.
	Urdu Language and Literature.	
6	*Tárikh-i-Punjab*, by Saíyad Muhammad Latíf, Gurdáspur.	Recommended for the Libraries of Middle and High Schools.
7	*Tadbír*, by Saíyad Murtazá, Sadr Tahsíl, Etawah.	Ditto.
8	*Natíja-i-'Ilm*, by Muhammad Nasím-ul-Zamán Khán, Thána Qáim Ganj, District Farrukhábád.	Recommended for the Libraries of Vernacular Schools.
9	*Fiqrát-i-Mahmúdia*, by Maulaví Mahmúd 'Alí, of Cawnpore.	Resolved to request the Director of Public Instruction to bring *Fiqrát-i-Mahmúdia* to the notice of District Inspectors and Managers of Aided Secondary Schools.
10	*Life of Lady Dufferin and Ava*, in Urdú, by Mr. Forbes, Christian College, Lucknow.	Recommended for all High and Middle School Libraries in the Province.
11	*Life of Lord Lansdowne*, by the same.	
	Mathematics, Science and Technical Education.	
12	Saunderson's *Hydrostatics*	Recommended to the notice of Head Masters and others.
13	Lock's *Elementary Statics*	Referred to the Punjab University.
14	*Companion to H. Smith's Algebra* ...	Recommended to the notice of Head Masters and others.
15	*Euclid I—IV*, by Hall and Stevens ...	
16	*Euclid I—VI*, by Hall and Stevens ...	
17	*Easy Arithmetical Examples*, by Bradshaw	
18	*Geometry and Algebra*, by S. Ray ...	
19	*A Treatise on Mental Arithmetic*, in Urdú, by R. B. Kanhya Lál.	

No.	Name of Book and Author.	Remarks.
20	*Physical Exercise: its Ends and Means*, by Mr. W. Bell.	It was decided that it should form a necessary part of the course of study for all students of Normal Schools and Training Colleges, and not merely as part of the course of physical training, but as one of the text-books for the Annual Examination in the Principles of Teaching for all candidates for Teachers' Certificates.
21	The Vernacular Translation of the same, by M. Rahím Bakhsh, M.A.	Ditto.
22	Course of Physical Training for High Schools, comprising also that for Colleges and Training Institutions (Courses A and B), by Mr. W. Bell.	It was decided that in schools where gymnastics and drill are taught, Courses B and C should be regarded as text-books, the pupils providing themselves with copies; the same might be done with Course D, provided a translation costing not more than one anna is published. The whole series should also be in School Libraries.
23	Course of Physical Training for Middle Schools (Course C), by Mr. W. Bell.	
24	Course of Physical Training for Primary Schools (Course D), by Mr. W. Bell.	
25	Blanford's *Climates and Weather of India, Ceylon and Burma.*	Recommended for the Libraries of Anglo-Vernacular High Schools and Arts Colleges.
26	*Infantry Drill* (in Urdú), by Lance-Havíldár Rám Singh, 45th Rattray's Sikhs, Ráwalpindi.	Recommended for School Libraries; it was also thought that reference to such a translation would be specially useful to students and instructors in Normal Schools and the Central Training College.
27	*A Pocket Treatise on the Game of Cricket.* By N. K. Bhargava, Lucknow.	To be brought to the notice of the Inspectors of Schools in the Provinces.
28	*A Scoring Book for Cricket Matches* By N. K. Bhargava, Lucknow.	
29	*Nai Tahrír Uqlídas*, by Mr. J. B. Dales, Municipal Board College, Amritsar.	Recommended for the Libraries of Vernacular Schools.
30	*Harpur Euclid, I to IV*	It was decided that the book should replace Potts' Euclid in the Libraries of all the Anglo-Vernacular Schools where Geometry is taught. Also that the spare copies of the book should be circulated among the chief High Schools in the Province, including the Central Model School, Lahore.
31	*Arithmetic*, by J. C. Chakravarti ...	It was resolved that the spare copies of these books in the office of the Committee should be distributed among the chief High Schools, including the Central Model School, Lahore.
32	*Algebra*, by S. C. Basú	
	History and Geography.	
33	*Hand-Book of Commercial Geography*, by G. G. Chisholm.	Recommended for the Libraries of all High Schools where the Commercial course is taught.
34	*District Geography of Umballa*	To be printed off.
35	*District Geography of Gujrát*	
36	*District Geography of Pesháwar*, by Pandit Iqbál Kishan.	To be printed off after revision in the Central Training College.
37	*General Geography*, by H. R. Mill ...	Recommended for High Anglo-Vernacular School Libraries.
38	*Hindí Atlas*, by Bábú Keshava Lál Basú, of Zila School, Ranchí.	Recommended for Girls' School Libraries.

No.	Name of Book and Author.	Remarks.
	Hindi and Sanskrit.	
39	*London Yatra*, Part I *London Jubilee* } By Srimatí Hardeví	To be placed on the provisional list of books recommended for the Libraries of Hindí Schools for Girls.
40	*Siddhant Lesa, Vol. I of the Vizianagram Sanskrit Series.*	Approved.
41	*Hindí Course for Zamíndárí Classes in Normal Schools*, by Lálá Jíyá Rám, M.A.	Approved with the proviso that further opinions should be called for after the book had been in use for one session in the Normal Schools.
	Gurmukhi.	
42	*Gurmukhí Health Primer* (Asín kíkár niroye rahiye), published by the Punjab Religious Book Society.	To replace *Manohar Varta* in the 3rd Class (Lower Primary Department) of Gurmukhí Schools for Girls, but only after a new and corrected edition had been prepared.
43	*Ráj Prabodh Nátak*, by Bhái Ditt Singh, of the Lahore Oriental College.	To be entered in the provisional list of books for Gurmukhí School Libraries.
44	*Jubilee Prakash*, by Bhái Aya Singh ...	To be placed on the provisional list of books suitable for the Libraries of Gurmukhí Schools for Girls.
	Arabic and Persian Sub-Committee.	
45	*Manual of Persian Grammar*, by Shapurjí Bhikají Baria.	Recommended for the Libraries of Anglo-Vernacular High Schools.
46	*Shakristán-i-Afghání*, by Qází Mír Ahmad Sháh Razwání.	Accepted as the course of reading in Pashtú for the Zamíndárí classes in Normal Schools.
47	*Nizám-i-Qádirí*, by M. Ghulám Qádir, of Amritsar.	The book was considered suitable for the Libraries of all Middle and High Schools, and therefore deserving of Government patronage by the purchase of copies for distribution to these institutions.
48	Palmer's *Arabic Grammar*	Recommended for the Libraries of Middle and High Schools.
49	*Pashtú Grammar*, by Mír Ahmed Sháh Razwání, Ráwalpindi.	Recommended for the Zamíndárí classes in Normal Schools where Pashtú is read, and for High School Libraries in Pashtú-speaking Districts.

List of Text-Books, &c., in course of preparation, and Schemes completed or under discussion by the Committee.

No.	Name of Book and Author.	Remarks.
1	*A Manual for Normal Schools*, by Mr. Cope.	Under preparation
2	*Mensuration for Middle Schools*, by Mr. Francis.	Ditto.
3	*Mahájaní Arithmetic*, by Lálá Piyáre Lál	To be revised under the instructions of the Committee.
4	Scheme of Technical Instruction for Railway School.	Approved.
5	A Scheme to improve the quality of the maps used in the Schools of the Province.	Under discussion by the Committee.

Appendix M. Punjab Text-Book Committee.

No.	Name of Book and Author.	Remarks.
6	Proposals to illustrate the teaching of Geography in Elementary Schools of the Province by means of charts, &c., of Geographical terms.	The proposals adopted; charts of the kind required are under preparation in the Mayo School of Industrial Art, Lahore.
7	New Geographical Reader for the 5th Class of Primary Schools.	The manuscript submitted by Lálá Amír Chand of Bhera is under the consideration of the Committee.
8	*District Geography of Simla*	Ready, or under preparation.
9	*District Geography of Hazára*	
10	*District Geography of Dera Isma'íl Khán*...	
11	*District Geography of Bannú*	
12	*District Geography of Dera Ghází Khán* ...	
13	*Punjabí Dictionary*	In the early part of the year under report considerable progress was made in the preparation of this book. But since September last, the work has been at a standstill owing to the death of Munshí Harshukh Rái.
14	*Gurmukhí Course for the Zamíndárí Classes in Normal Schools*, by Pandit Bhanu Datta.	Ready for Press.
15	Graduated Copy-books in Urdú for teaching Caligraphy.	Under preparation by the Training College Translation Staff on the lines laid down by the Text-Book Committee, in consultation with a good *Khushnavís*.
16	Graduated Copy-slips in Hindí for teaching Caligraphy.	Ready for Press.
17	Revision of *Shábdárath Bhánu*, by Pandit Bhanu Datta.	In hand.
18	Revision of the Punjab Series of English Readers.	Approved.
19	Transliteration scheme for Technical Terms.	Completed and approved; will be carried into effect at once.
20	Proposals to encourage the development of the Vernacular literature of the Punjab by maintaining lists of books, of which Vernacular translations would be advantageous or desirable.	Approved; lists are being received from members.
21	Revision of *Urdú ká-Qá'ida*.	Completed; and the revised book ready for the Press.
22	An Agricultural Reader for Primary Schools.	Under preparation.
23	Manual of Précis Writing and Drafting.	Under preparation by Mr. Leigh.
24	Hindí Translation of *Good House-Mother*, by Miss Bose.	Ready for Press.
25	Gurmukhí Translation of *Good House-Mother*, by Bhái Sardúl Singh Gyání.	Nearly ready.
26	Hindí Translation of *Taríq-us-Sihat*, by Pandit Bhanu Datta.	Ready for Press.
27	Gurmukhí Translation of *Taríq-us-Sihat*, by Pandit Bhanu Datta.	
28	Provisional List of Books for Gurmukhí School Libraries.	Ready.
29	Proposals to provide better illustrations for Text-books printed in India.	Under discussion.
30	Scheme for the direct supply of books to School Libraries free of charge.	In operation.

List of Books prescribed for School Libraries during 1890-91.

No.	Name of Book and Author.	Remarks.
1	*Government of India: A Primer* ...	For all Anglo-Vernacular School Libraries.
2	*Tárikh-i-Punjab*, by Saíyad Muhammad Latíf, Gurdáspur.	For the Libraries of Middle and High Schools.
3	*Tadbír*, by Saíyad Murtazá, Sadr Tahsíl, Etawah.	
4	*Natija-i-'Ilm*, by Muhammad Nasím-ul-Zamán Khán, Thána Qáim Ganj, District Farrukhábád.	Recommended for the Libraries of Vernacular Schools.
5	*Life of Lady Dufferin and Ava* (Urdú) (By Mr. Forbes, Christian College, Lucknow.)	For all High and Middle School Libraries in the Province.
6	*Life of the Marquis of Lansdowne* (Urdú). (By Mr. Forbes, Christian College, Lucknow.)	
7	*Physical Exercise: its Ends and Means.* (By Mr. W. Bell.)	For all School Libraries.
8	Do. do. (in Urdú) ... (By Mr. W. Bell.)	
9	*Course of Physical Training for Primary Schools.* (By Mr. W. Bell.)	
10	*Do. do. do. for Middle Schools* (By Mr. W. Bell.)	
11	*Course of Physical Training for High Schools, Colleges, and Training Institutions.* (By Mr. W. Bell.)	
12	Blanford's *Climates and Weather of India, Ceylon and Burma.*	For the Libraries of Anglo-Vernacular High Schools and Arts Colleges.
13	*Infantry Drill* (Urdú), by Lance-Havíldar Rám Singh, 45th Rattray's Sikhs, Ráwalpindi.	For all School Libraries.
14	*Naí Tehrír Uqlídas*, by Mr. J. B. Dales, Municipal Board College, Amritsar.	For the Libraries of Vernacular Schools.
15	*Harpur Euclid, I to VI*, by Langley and Phillips.	To replace Potts' Euclid in the Libraries of all Anglo-Vernacular Schools where Geometry is taught.
16	*Hand-Book of Commercial Geography*, by G. G. Chisholm	For the Libraries of all High Schools where the Commercial Course is taught.
17	*General Geography*, by H. R. Mill ...	For Anglo-Vernacular High School Libraries.
18	*Hindí Atlas*, by Bábú Keshav Lál, Basú, Ranchí.	For Girls' School Libraries.
19	*London Yatra*, Part I ... ... (By S. Hardeví.)	To be placed on the provisional list of books recommended for the Libraries of Hindí Schools for Girls.
20	*London Jubilee* ... ... (By S. Hardeví.)	
21	*Siddhánt Lesu*	Recommended for Government patronage.
22	*Ráj Parbodh Nátak*, by Bháí Ditt Singh	To be placed on the provisional list of books suitable for the Libraries of Gurmukhí Schools for Girls.
23	*Jubilee Prakásh*, by Bháí Aya Singh ..	
24	*Manual of Persian Grammar*, by Shapurjí Bhikhají Baria.	For the Libraries of Anglo-Vernacular High Schools.
25	*Nizám-i-Qádirí*, by M. Ghulám Qádir, of Amritsar.	For the Libraries of all Middle and High Schools.
26	*Palmer's Arabic Grammar*	Ditto.
27	*Pashtú Grammar*, by Mír Ahmad Sháh, Razwání.	For High School Libraries in Pashtú speaking Districts.

Appendix M.

Punjab Text-Book Committee.

Additions to Library of Reference and Museum.

I.—Donations.

The Committee has to acknowledge receipt with thanks of parcels of books from Messrs. Macmillan & Co., London; Longmans, Green & Co., London; Blackie & Sons, London; Cassell and Co., London; Nelson & Co., London; Crosby, Lockwood and Sons, London; W. Collins & Sons; Edward Stanford, London; Rivingtons, London; C. Griffin & Co., London; T. Fisher Unwin, and Trübner & Co., London, &c. Along with these gifts the publishers forwarded spare copies of their Catalogues, which the Committee circulated among the chief Educational Institutions in the Province.

II.—General Additions to the Library.

1. 70 Volumes on Scientific Subjects.
2. 50 Books on the Principles of Education, including a complete set of *The International Education Series.*
3. 20 Books on Physical Education and School Hygiene.
4. 25 Works on Technical Education.
5. 10 Books on Commercial Education.
6. 40 Books of Reference.
7. 25 Blue-Books and Reports.
8. 15 Books on Foreign Languages.
9. 40 Books on Philology.
10. 15 Works on Kindergarten.
11. Over 100 books on English Literature. These include a complete set of Carlyle's Works.
12. 50 Books on History and Geography.
13. 50 Books on Mathematics.
14. 20 Books on Hindí.
15. Over 80 English Readers.
16. 20 Books on Moral Education.
17. A number of Maps and Diagrams.
18. Eight pairs of Indian Clubs.
19. Dumb-bells.

ANNUAL STATEMENT OF ACCOUNTS OF THE PUNJAB TEXT-BOOK COMMITTEE, SHOWING THE HEADS OF RECEIPTS AND DISBURSEMENTS FOR THE YEAR 1890-91.

Date.		Receipts.	Amount. Rs.	A.	P.
1890.					
April ...	1	Balance on 1st April, 1890	1,947	11	0
,, ...	16	From Director of Public Instruction	3,512	15	1
July ...	30	By Sale of Books	4	8	0
December ...	1	From Director of Public Instruction	2,506	14	10
		Total ...	7,972	0	11

Date.	Disbursements.	Amount. Rs.	A.	P.
	Establishment	2,246	1	0
	Honoraria to Authors and Translators...	691	10	0
	Registration Fees	56	0	0
	Remuneration to Examiners, R. E. D.	61	0	0
	Purchase of Books, Maps, Apparatus, &c.	1,068	12	6
	Purchase of Furniture	117	12	6
	Book-binding	33	1	0
	Freight and Agency Charges	109	13	0
	Stationery	26	3	2
	Printing of Books	306	8	4
	Office Printing	200	14	0
	Postage	50	3	6
	Contingencies	33	12	6
	Advertisements	10	12	0
	Miscellaneous	10	5	0
	Total ...	5,022	12	6
	Balance in Treasury on 31st March, 1891	2,949	4	5
	Total ...	7,972	0	11

W. BELL,
Secretary, Text-Book Committee, Punjab.

Tested and found correct,
S. LEVETT YEATS,
Auditor.
5th May, 1891.

Appendix M.
Punjab
Text-Book Committee.

EDUCATION—GENERAL TABLE I.

ABSTRACT RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1890-91.

(For Details, see General Table III.)

Area and Population.				Public Institutions.							Private Institutions.		Grand Total	Percentage of
				University Education.		*School Education, General.*		*School Education, Special.*						
Total Area in Square Miles.	Number of Towns* and Villages	Population.†		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
106,632	Towns 238	Males 10,210,053	Institutions. For Males	7	1	257	1,726	5	7	2,003	794	5,520	8,317	Institutions to number of towns and villages. 24·23
	Villages 34,086	Females 8,640,384	Institutions. For Females	...	...	26	299	...	...	325	...	998	1,323	3·85
	Total 34,324	Total 18,850,437	Total	7	1	283	2,025	5	7	2,328	794	6,518	9,640	28·08
			Scholars. Males	468	124	44,778	83,249	342	782	129,743	9,408	83,905	223,056	Male scholars to male population of school-going age.‡ 14·56
			Scholars. Females	...	...	1,646	9,012	...	...	10,658	..	11,999	22,657	Female scholars to female population of school-going age.‡ 1·73
			Total	468	124	46,424	92,261	342	782	140,401	9,408	95,904	245,713	8·69

* A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants. A Municipality, whatever its population, should be entered as a town.

† The population of Native or Feudatory States and Political Agencies should not be shown except in the case of those Provinces where the Schools of the States in question come under the supervision and control of the Education Department; and the foot-notes should specify what addition or deduction is made in this respect.

‡ The population of school-going age is taken at 15 per cent of the whole population.

EDUCATION—GENERAL TABLE II.

ABSTRACT RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1890-91.

(For Details, see General Table IV.)

	Total Direct Expenditure on Public Instruction.*							Total Indirect Expenditure on Public Instruction.*								Total Expenditure on Public Instruction.
	University Education.		*School Education, General.*		*School Education, Special.*		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for Furniture and Apparatus.	Miscellaneous.	Total.	
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1.—*Institutions* ... For Males	1,23,402	61,370	7,81,403	3,83,772	55,712	66,780	14,72,439	72,091	44,436	1,63,200	1,28,274	2,63,842	44,653	1,69,909	8,86,405	25,33,609
For Females	...	..	1,03,491	71,274	...	...	1,74,765									
Total ...	1,23,402	61,370	8,84,894	4,55,046	55,712	66,780	16,47,204	72,091	44,436	1,63,200	1,28,274	2,63,842	44,653	1,69,909	8,86,405	25,33,609
2 (*a*)—Percentages† of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction	7·92	7·57	17·22	3·08	7·51	5·58	48·88	2·02	6·03	19·74	6·91	10·78	1·52	4·12	51·12	100
(*b*)—Percentages† of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction	·07	·34	16·64	50·33	·01	·01	67·40	·45	...	2·82	8·37	12·53	2·52	5·91	32·60	100
(*c*)—Percentages† of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction	1·85	·52	59·84	17·27	·10	1·14	80·72	...	...	·50	4·52	8·32	1·90	4·04	19·28	100
(*d*)—Percentages on Total Expenditure on columns 2—17 to Total Expenditure on Public Instruction	4·87	2·42	34·93	17·96	2·20	2·64	65·02	2·85	1·75	6·44	5·06	10·41	1·76	6·71	34·98	100

3. AVERAGE ANNUAL COST‡ OF EDUCATING EACH PUPIL IN—		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government Institutions.	Cost to Provincial Revenues ...	348 12 6	429 9 7	11 7 2	11 14 11	174 9 6	69 8 3	74 12 7
	Cost to Local and Municipal Funds.	...	27 13 8	0 14 10	...	1 2 6	0 1 8	1 13 11
	Total Cost ...	431 15 0	472 1 3	39 2 3	15 3 3	175 12 0	98 0 9	99 4 7
Local Fund Schools.§	Cost to Provincial Revenues...	...	...	0 0 1	0 0. 3	...	...	0 0 3
	Cost to Local Funds ...	...	...	5 1 5	4 0 8	...	...	4 2 10
	Total Cost ...	...	...	7 5 10	4 7 5	...	...	4 13 5
Municipal Schools §	Cost to Provincial Revenues ...	...	...	0 2 0	0 1 11	...	...	0 1 11
	Cost to Municipal Funds ...	190 6 10	...	7 15 3	4 12 3	...	23 7 0	7 1 5
	Total Cost ...	236 12 2	...	15 12 2	6 6 3	...	23 7 0	12 13 9
Aided Institutions.	Cost to Provincial Revenues ...	71 8 7	..	10 13 3	2 2 4	...	28 9 10	8 2 10
	Cost to Local and Municipal Funds.	9 4 8	...	1 3 0	0 7 11	...	4 14 0	1 0 6
	Total Cost ...	250 5 1	...	35 6 3	8 12 10	...	146 8 10	27 13 11
Unaided Institutions ...	Total Cost ...	50 9 7	...	16 10 3	6 2 5	...	...	15 0 4
All Institutions.	Cost to Provincial Revenues ...	127 0 9	429 9 7	2 11 3	0 4 1	174 9 6	53 6 3	2 10 0
	Cost to Local and Municipal Funds.	14 1 1	27 13 8	6 2 9	3 13 6	1 2 6	4 15 2	4 11 1
	Total Cost ...	268 4 ?	472 1 3	18 13 5	5 2 0	175 12 0	86 9 10	11 15 9

* Fractions of a rupee should be omitted, except in the columns showing the average annual cost of educating each pupil.

† The percentages required for 2 (*a*), 2 (*b*), 2 (*c*), are to be calculated from the figures given in columns 27, 28, 29, respectively, of General Table IV.

‡ The annual cost is calculated on the *Direct* expenditure only. The average cost of educating each pupil is obtained by dividing the Direct expenditure by the average number on the rolls monthly during the year.

§ The average cost of each pupil in Local Fund and Municipal Schools is to be obtained from the figures given in General Table VII.

EDUCATION—GENE

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS

Class of Institutions.	PUBLIC INSTITUTIONS.															
	Under Public Management.								Under Private Management.							
	Managed by Government.				*Managed by Local Fund and Municipal Boards.*				*Aided by Government or by Local Fund or Municipal Boards.*				*Unaided.*			
	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
University Education. — Arts Colleges. English	1	113	113	102	1	21	21	19	3	194	189	161	1	61	60	51
University Education. — Arts Colleges. Oriental	...	...	...	...	..	.	..	...	1	79	77	62	..	..	...	..
University Education. — Colleges or Departments of Colleges for Professional Training. Medicine	1	124	130	113	...	...	...	...	.	.	.	.	.	.	...	.
University Education. Total	2	237	243	215	1	21	21	19	4	273	266	223	1	61	60	51
School Education, General. — Secondary Schools. For Boys. High Schools / Middle Schools	4	974	1,010	844	17	5,630	5,890	4,926	22	6,011	6,176	4,965	4	1,226	1,269	1,035
For Boys. English	..	...	...		52	c 9,821	10,014	8,052	21	2,848	2,791	2,309	12	1,094	1,119	828
For Boys. Vernacular	..	...	...	..	125	17,174	17,146	14,013		.	...	.	.		.	...
For Girls. High Schools / Middle Schools	3	294	285	263	..	.	...	..	4	214	205	180			...	..
For Girls. English	...	.	...	.	. .				14	745	657	547	1	19	16	14
For Girls. Vernacular	..	...	.		2	93	89	80	2	242	266	171	1	37	35	24
Total	6	1,268	1,295	1,107	196	32,720	33,143	27,071	63	10,060	10,095	8,175	18	2,376	2,439	1,901
School Education, General. — Primary Schools For Boys	4	376	377	319	1,642	78,242	75,062	59,883	70	4,051	4,052	3,633	10	580	574	452
Primary Schools For Girls	.	...		.	180	5,469	5,240	3,910	116	3,432	3,339	2,54	3	111	112	73
Total	4	376	377	319	1,822	83,711	80,302	63,793	186	7,483	7,391	6,178	13	691	686	525
School Education, Special. — Schools for Special Instruction. Training Schools for Masters.	5	342	317	311		...	.	...			...		.	...	...	...
Schools of Art	1	117	108	94	...	...	..	...	..	...	...	...		...	...	...
Law Schools	.	...	.		..	..	...	..	1	65	49	37		...	..	..
Medical Schools	1	173	181	168	...	...	.	.		..	..	...	...	..	..	..
Industrial Schools	1	193	188	133	2	151	150	101	..	...	...	...		.	...	...
Other Schools	1	83	95	80		..		...		.	.			...	...	...
School Education, Special. Total	9	908	889	786	2	151	150	101	1	65	49	37		..	.	
Total of Colleges and Schools of Public Instruction	21	2,789	2,804	2,427	2,021	116,608	113,621	90,984	254	17,881	17,801	14,613	32	3,128	3,185	2,477

Private Institutions			
1.	*Advanced Teaching*— (a). Arabic or Persian ... (b). Sanskrit		
2.	*Elementary Teaching a Vernacular only or mainly*	For Boys	
		,, Girls	
3.	*Do. do. the Qurán* ...	For Boys	
		,, Girls	
4.	*Other Schools not conforming to Departmental Standard*	For Boys	
		,, Girls	
	Total		
	GRAND TOTAL		

RAL TABLE III.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1890-91.

Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning			Classification of Scholars on the 31st of March according to Race or Creed.					Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	Remarks
		English.	A Classical language.	A Vernacular language.	Europeans and Eurasians.	Native Christians.	Hindús.	Muhammadans.	Others.			
18	19	20	21	22	23	24	25	26	27	28	29	30
6	389	389	324	.	1	5	307	74	2		..	
1	79	50	79	26			30	49				
1	124	124	.		4	9	87	24		4	.	
8	592	563	403	26	5	14	424	147	2	4		
47	13,841	10,320	12,046	13,129	539	278	8,243	4,754	22	5	.	
85	13,763	7,812	7,150	13,597	257	192	8,930	4,347	37	32	.	
125	17,174	-	7,084	17,174	.	5	11,178	5,985	6	..	...	
6	508	508	114	194	371	130		.	7		2	
15	764	660	99	171	599	153	. .	2	10		75	
5	374	13	62	374		5	273	96	..	.	...	
283	46,424	18,813	26,555	44,639	1,766	763	28,629	15,184	82	37	77	
1,726	83,249	1,408	12,300	83,147	107	95	48,435	34,450	163	33		
299	9,012	98	463	8,923	92	75	5,021	3,820	4		82	
2,025	92,261	1,506	12,772	92,070	199	170	53,456	38,270	166	33	32	
5	342	44	250	341	...		214	128	..		..	(a) Fifteen learning engineering drawing, estimating and surveying 54 architectural and constructive drawing with carpentry and wood-working; 41 decorative design, lithography, pen-drawing, advanced light and shade and elements of colours, &c.; 7 modelling in clay and moulding; 102 perspective and practical geometry, which, with free-hand drawing and instruction in reading, writing, and arithmetic, are obligatory subjects for all students
1	(a) 117	.		117	..	1	58	58	.	...		
1	65	56		9	..		52	13	...		..	
1	173	..	.	173		6	99	68	.	9		
3	(b) 344	34	7	344	.	2	159	183			...	(b) One hundred and twenty learning wood-work and drawing; 134 wood-work; 56 drawing; 29 goldsmith's work; and 8 moulding
1	(c) 83	..	.	83			20	63				(c) All learning Veterinary Surgery and Medicine; Veterinary Anatomy and Physiology; and Materia Medica
12	1,124	134	257	1,067		9	602	513		9		
2,328	140,401	21,916	39,987	137,802	1,970	956	83,111	54,114	250	83	109	
665	7,520		7,144	359	.		315	7,202	3	..		
129	1,888	...	1,748	127			1,885	3	.		...	
1,125	30,701	37	1,240	29,881		383	22,535	7,663	120	19		
51	787		87	704			612	125				
3,884	47,078		44,588	897		..	958	46,058	62	686		
918	10,319		10,023	6			27	10,292			537	* The Qurán, Shástras or other religious books by rote.
211	6,126	90	574	5,840	63	611	1,783	3,124	546	19		
29	943	47	9	897	41	33	497	298	74		12	
7,812	105,312	174	65,408	38,711	103	1,027	28,612	74,765	805	674	549	
9,040	245,713	21,190	105,395	176,513	2,073	1,983	111,723	128,879	1,055	757	658	

EDUCATION—GENERAL TABLE III (A).

RETURN OF SCHOOLS AND SCHOLARS IN THE PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1890-91.

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.												Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning			Classification of Scholars on the 31st of March according to Race or Creed.			Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	Remarks.
	Under Public Management.				Under Private Management.																		
	Managed by Government.				Aided by Government or by Local Fund or Municipal Boards.				Unaided.														
	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.			English.	A Classical language.	A Vernacular language.	Europeans and Eurasians.	Native Christians.	Others.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
School Education, General. — Secondary Schools. — For Boys. — High Schools ..	2	350	334	290	2	182	173	154	...	...	...	...	4	532	532	148	294	529	...	3	5	...	
For Boys. — Middle Schools— English	...	..	..	..	5	252	198	164	..	...	....	...	5	252	251	17	86	250	...	2	32	...	
For Girls. — High Schools ..	2	294	285	263	2	78	68	62	...	...	...	..	4	372	372	43	58	371	...	1	...	2	
For Girls. — Middle Schools— English	...	...	...	...	11	588	500	405	1	19	16	14	12	607	607	81	14	599	...	8	...	75	
Total ...	4	644	619	553	20	1,100	939	785	1	19	16	14	25	1,763	1,762	289	452	1,749	...	14	37	77	
School Education, General. — Primary Schools. — For Boys	...	...	...	...	3	107	95	57	...	...	...	...	3	107	107	...	5	107	...	...	33	...	
„ Girls	...	...	...	...	4	94	84	60	...	...	...	...	4	94	94	1	5	92	...	2	...	32	
Total ...	...	...	...	...	7	201	179	117	...	..	...	...	7	201	201	1	10	199	...	2	33	32	
Total of Schools of Public Instruction	4	644	619	553	27	1,301	1,118	902	1	19	16	14	32	1,964	1,963	290	462	1,948	...	16	70	109	
PRIVATE INSTITUTIONS ... Other Schools not conforming to Departmental Standard ... For Boys ...													4	63	63	14	11	62	1	...	19	...	
„ Girls ...													5	42	42	..	...	41	1	...	...	12	
Total													9	105	105	14	11	103	2	...	19	12	
GRAND TOTAL													41	2,069	2,068	304	473	2,051	2	16	89	121	

EDUCATION—GENERAL TABLE III (B).

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB (FOR NATIVES) FOR THE OFFICIAL YEAR 1890-91.

EDUCATION—GENE

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.															
	UNDER PUBLIC MANAGEMENT.								UNDER PRIVATE MANAGEMENT.							
	Managed by Government.				*Managed by Local Fund and Municipal Boards.*				*Aided by Government or by Local Fund or Municipal Boards.*				*Unaided.*			
	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
University Education. — ARTS COLLEGES. — English	1	113	113	102	1	21	21	19	3	194	189	161	1	61	60	51
University Education. — Oriental	...	..	...	.	..	...	...	..	1	79	77	62		...	...	...
University Education. — COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING. — Medicine	1	124	130	113	..	.	.	...		...	...	...		...	...	...
Total	2	237	243	215	1	21	21	19	4	273	266	223	1	61	60	51
School Education, General. — SECONDARY SCHOOLS. — For Boys. — High Schools, Middle Schools	2	624	676	554	17	5,630	5,899	4,926	20	5,829	6,003	4,811	4	1,226	1,269	1,035
For Boys. — English	..	.	...	..	52	9,821	10,014	8,052	16	2,596	2,593	2,145	12	1,094	1,119	828
For Boys. — Vernacular	...	...	..	...	125	17,174	17,146	14,013		..	.			...	...	...
For Girls. — High Schools, Middle Schools	..	..	...	...	...	..	...	...	2	136	137	118	.	...	...	...
For Girls. — English	...	...	...	...	. .	. .	...	...	3	157	157	142	...	...	...	. .
For Girls. — Vernacular	...	...	..	...	2	95	89	80	2	242	266	174	1	37	35	24
Total	2	624	676	554	196	32,720	33,148	27,071	43	8,960	9,156	7,890	17	2,357	2,423	1,887
PRIMARY SCHOOLS. For Boys	4	376	377	319	1,642	78,242	75,062	59,883	67	3,944	3,957	3,576	10	580	574	452
For Girls	...	.	...	...	180	5,469	5,240	3,910	112	3,338	3,255	2,485	3	111	112	73
Total	4	376	377	319	1,822	83,711	80,302	63,793	179	7,282	7,212	6,061	13	691	686	525
School Education, Special. — SCHOOLS FOR SPECIAL INSTRUCTION. — Training Schools for Masters.	5	342	317	311	...	.	...	...		...	...	...	..	...	...	...
Schools of Art	1	117	108	94	...	...	...	...		...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	1	65	49	37		...	...	...
Medical Schools	1	173	181	168	...	..	...	...		...	...	...		...	...	...
Industrial Schools	1	193	188	133	2	151	150	101	...	...	...	...	...	...	...	...
Other Schools	1	83	95	80	...	...	.	...		..	...	...	...	...	...	...
Total	9	908	889	786	2	151	150	101	1	65	49	37	.	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	17	2,145	2,185	1,874	2,021	116,603	113,621	90,984	227	16,580	16,682	13,711	31	3,109	3,169	2,463

PRIVATE INSTITUTIONS

1. *Advanced Teaching*—
   (*a*). Arabic or Persian ... ...
   (*b*). Sanskrit ... .
2. *Elementary Teaching a Vernacular only or mainly* ... ... { For Boys ... ; ,, Girls ...
3. *Do. do. the Qurán** .. .. { For Boys .. ; ,, Girls ...
4. *Other Schools not conforming to Departmental Standard*... .. ... { For Boys ... ; ,, Girls ...

TOTAL ... ...

GRAND TOTAL ... ...

RAL TABLE III (B).

PUNJAB (FOR NATIVES) FOR THE OFFICIAL YEAR 1890-91.

Grand Total of Public Institutions	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning			Classification of Scholars on the 31st of March according to Race or Creed.					Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	Remarks.
		English.	A Classical language.	A Vernacular language	Europeans and Eurasians.	Native Christians.	Hindús.	Muhammadans	Others.			
18	19	20	21	22	23	24	25	26	27	28	29	30
6	389	389	324		1	5	307	74	2			
1	79	50	79	26			30	49				
1	124	124			4	9	87	24		4	...	
8	592	563	403	26	5	14	424	147	2	4		
43	13,309	9,788	11,898	12,835	10	278	8,248	4,754	19			
80	13,511	7,061	7,133	13,511	7	192	8,930	4,348	35	...		
125	17,174	...	7,084	17,174		5	11,178	5,985	6	.	...	
2	136	136	71	136	...	130	..		6			
3	157	53	18	157		153		2	2			
5	374	13	62	374		5	273	96				
258	44,661	17,051	26,266	44,187	17	768	28,629	15,181	68		..	
1,723	83,142	1,301	12,309	83,142		95	48,435	34,450	162			
295	8,918	4	462	8,918		75	5,021	3,820	2	.		
2,018	92,060	1,305	12,771	92,060		170	53,456	38,270	164			(a) Fifteen learning engineering, drawing, estimating and surveying; 54 architectural and constructive drawing with carpentry and wood working; 41 decorative design, lithography, pen-drawing, advanced light and shade and elements of colours, &c; 7 modelling in clay and moulding; 102 perspective and practical geometry, which, with free-hand drawing and instruction in reading, writing and arithmetic, are obligatory subjects for all students
5	342	44	250	341			214	128		.	.	
1	(a) 117			117		1	58	58	.	.		
1	65	56		9			52	13				
1	173			173		6	99	68	.	9		
3	(b) 344	34	7	344		2	159	183				
1	(c) 83			83			20	63		.		
									-			(b) One hundred and twenty learning wood-work and drawing, 134 wood-work; 56 drawing; 29 goldsmith's work; and 8 moulding
12	1,124	134	257	1,067		9	602	513		9		(c) All learning Veterinary Surgery and Medicine; Veterinary Anatomy and Physiology; and Materia Medica
2,296	138,437	19,053	39,697	147,340	22	956	83,111	54,114	234	13		
665	7,520		7,144	359	.		315	7,203	3			
129	1,888		1,748	127			1,885	3				
1,425	30,701	37	1,240	29,881	.	383	22,535	7,663	120	19		
51	737		87	704			612	125			...	
3,884	47,078		*44,583	897			958	46,058	62	636		
918	10,319		10,023	6			27	10,292			537	
207	6,063	27	560	5,829		610	1,783	3,124	546		..	
24	901	5	9	897		32	497	298	74	...		
7,303	105,207	69	65,894	39,700		1,025	28,612	*74,765	805	655	537	
9,599	243,644	19,122	105,091	176 040	22	1,981	111,723	128,879	1,039	668	537	

* The Quran, Shastras, or other religious books by rote.

EDUCATION—GENE

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUPLIC						
	UNDER PUBLIC						
	Managed by Government.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
ARTS COLLEGES.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.
University Education. English ...	39,412	...	...	9,397	..	. .	48,809
University Education. Oriental ...	...	...	...	...		...	...
University Education. COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
University Education. Medicine ...	55,848	1,917	1,704	1,901	...	...	61,370
Total ...	95,260	1,917	1,704	11,298	...	...	1,10,179
SECONDARY SCHOOLS.							
School Education, General. For Boys — High Schools ...	9,903	...	1,200	5,555	120	* 21,281	38,059
School Education, General. For Boys — Middle Schools — English	...	...	...	...	..	.	...
School Education, General. For Boys — Middle Schools — Vernacular	...	...	.	...	...	...	...
School Education, General. For Girls — High Schools ...	4,025	...	...	692	...	† 7,012	12,629
School Education, General. For Girls — Middle Schools — English	...	...	...	...	...	...	...
School Education, General. For Girls — Middle Schools — Vernacular	...	...	...	...	...	...	...
Total . .	14,828	...	1,200	6,247	120	28,293	50,688
PRIMARY SCHOOLS.							
School Education, General. For Boys	4,499	...	...	1,233	...	...	5,732
School Education, General. For Girls	...	...	...	...	...	...	...
Total ...	4,499	...	...	1,233	.	...	5,732
SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special. Training Schools for Masters	55,346	36	330	...	...	.	55,712
School Education, Special. Schools of Art	11,847	8	24	95	36	309	12,319
School Education, Special. Law Schools	...	...	...	...	...	...	..
School Education, Special. Medical Schools	11,577	6	22	...	35	300	11,940
School Education, Special. Industrial Schools	3,600	...	...	...	...	...	3,600
School Education, Special. Other Schools	12,739	...	...	...	..	† 15,485	28,224
Total ...	95,109	50	376	95	71	16,094	1,11,795
Buildings	60,120	...	...	...	35,050	...	95,170
Furniture and Apparatus (Special Grants only)	10,943	2	3	...	5	‡ 6,013	10,966
Total ...	71,063	2	3	...	35,055	6,013	1,12,136
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in Arts Colleges	...	...	...	...	...	...	...
Scholarships held in Professional Colleges	...	...	...	...	...	...	...
Scholarships held in Secondary Schools	...	...	...	...	...	.	...
Scholarships held in Primary Schools...	...	...	...	...	. .	...	...
Scholarships held in Special Schools other than Training Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	. .	. .	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	2,80,759	1,969	3,283	18,878	35,246	50,400	3,90,530

* Includes Rs. 16,037 from
† From Imperial
‡ Includes Rs 1,149 from

RAL TABLE IV.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1890-91.

INSTITUTIONS.

MANAGEMENT.							UNDER PRIVATE MANAGEMENT.						
Managed by Local Fund and Municipal Boards.							*Aided by Government or by Local Fund or Municipal Boards.*						
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	3,999	973	...	...	4,972	9,000	225	1,400	9,580	12,334	13,555	46,044
...	...	...	...	...	...	...	10,029	204	642	432	951	8,283	20,541
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	3,999	973	...	...	4,972	19,029	429	2,042	9,962	13,285	21,838	66,585
840	3,656	1,00,098	63,495	1,102	345	1,69,536	61,461	400	8,513	1,03,339	3,026	46,575	2,23,314
1,920	23,040	59,227	59,754	1,244	910	1,46,095	14,014	537	2,088	18,156	10,981	7,399	53,175
...	66,272	17,317	29,376	388	159	1,13,512	...	...	...	...	...	..	...
...	...	...	...	...	...	...	6,998	...	...	10,314	30	11,028	28,370
...	...	...	...	...	...	...	17,331	...	...	13,398	2,706	7,887	41,322
103	253	6,834	...	...	..	7,190	9,484	...	475	85	...	1,058	11,102
2,863	93,221	1,83,476	1,52,625	2,734	1,414	4,36,333	1,09,288	937	11,076	1,45,292	16,743	73,947	3,57,283
...	2,70,896	35,004	38,040	805	1,149	3,45,894	6,659	143	1,085	7,007	2,276	11,982	29,152
2,369	12,964	18,728	..	...	67	34,128	9,211	752	1,695	3,299	5,538	15,425	35,920
2,369	2,83,860	53,732	38,040	805	1,216	3,80,022	15,870	895	2,780	10,306	7,814	27,407	65,072
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	..	...	...	...	...	...	1,402	56	183	2,919	271	2,350	7,181
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	3,516	..	...	...	3,516	...	...	...	...	...	...	...
...	...	...	...	...	...	...	..	...	...	...	...	..	...
...	...	3,516	...	...	...	3,516	1,402	56	183	2,919	271	2,350	7,181
1,811	70,902	27,029	...	1,543	40	1,01,325	17,556	...	191	...	36,672	12,928	67,347
...	14,254	5,973	...	1,753	...	21,980	279	3	226	...	2,956	2,056	5,520
1,811	85,156	33,002	...	3,296	40	1,23,305	17,835	3	417	...	39,628	14,984	72,867
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	..	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
7,043	4,62,237	2,77,725	1,91,638	6,835	2,670	9,48,148	1,63,424	2,320	16,498	1,68,479	77,741	1,40,526	5,68,988

Imperial Revenues.
Revenues.
Imperial Revenues.

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC INSTITUTIONS—*concluded.* UNDER PRIVATE MANAGEMENT—*concluded.* *Unaided.* Fees.	Subscriptions	Endowments and other sources.	Total.
	23	24	25	26
ARTS COLLEGES.	Rs.	Rs.	Rs.	Rs.
University Education. English	1,487	1,204	345	3,036
University Education. Oriental	...	...	...	...
University Education. COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.				
University Education. Medicine	...	...	...	...
Total	1,487	1,204	345	3,036
SECONDARY SCHOOLS.				
School Education, General. For Boys — High Schools	9,283	10,862	2,809	22,954
School Education, General. For Boys — Middle Schools — English	2,706	1,185	10,867	14,758
School Education, General. For Boys — Middle Schools — Vernacular	...	..	...	..
School Education, General. For Girls — High Schools	...	...	...	.
School Education, General. For Girls — Middle Schools — English	2,015	.	300	2,315
School Education, General. For Girls — Middle Schools — Vernacular	...	323	240	563
Total	14,004	12,370	14,216	40,590
PRIMARY SCHOOLS.				
School Education, General. For Boys	1,592	697	705	2,994
School Education, General. For Girls	...	.	1,226	1,226
Total	1,592	697	1,931	4,220
SCHOOLS FOR SPECIAL INSTRUCTION.				
School Education, Special. Training Schools for Masters	...	...	...	...
School Education, Special. Schools of Art	..	...	..	..
School Education, Special. Law Schools	.	...	..	...
School Education, Special. Medical Schools	...	.	...	...
School Education, Special. Industrial Schools	...	..	...	...
School Education, Special. Other Schools	...	..	...	..
Total	...	...	...	..
Buildings	..	...	...	...
Furniture and Apparatus (Special Grants only)	...	...	187	187
Total	..	...	187	187
University	...	...	...	..
Direction	..	..	...	...
Inspection	...	.	...	...
Scholarships held in Arts Colleges	..	...	...	...
Scholarships held in Professional Colleges	..	...	...	...
Scholarships held in Secondary Schools	.	...	..	..
Scholarships held in Primary Schools	.	...	...	...
Scholarships held in Special Schools other than Training Schools.	.	...	..	...
Miscellaneous	..	...	...	.
Total	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	17,083	14,271	16,679	48,033

RAL TABLE IV.—*concluded.*

IN THE PUNJAB FOR THE OFFICIAL YEAR 1890-91.

Total Expenditure from					Grand Total.	Remarks.
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.		
27	28	29	30	31	32	33
Rs	Rs.	Rs	Rs	Rs.	Rs.	
48,412	225	5,399	21,387	27,438	1,02,861	
10,029	204	642	432	9,234	20,541	
55,848	1,917	1,704	1,901	.	61,370	
1,14,289	2,346	7,745	23,720	36,672	1,84,772	
72,204	4,056	1,09,811	1,81,672	* 86,120	4,53,863	* Includes Rs 16,037 from Imperial Revenues.
15,034	23,577	61,315	80,616	52,586	2,14,028	
..	66,272	17,317	29,376	547	1,13,512	
11,923	...	. .	11,006	18,070	40,999	
17,831		. .	15,413	10,893	43,637	
9,587	253	7,309	85	1,621	18,855	
1,26,979	94,158	1,95,752	3,18,168	1,49,837	8,84,894	
11,158	2,71,039	36,089	47,872	17,614	3,83,772	
11,580	13,716	20,423	3,299	22,256	71,274	
22,738	2,84,755	56,512	51,171	39,870	4,55,046	
55,346	36	330		...	55,712	
11,817	8	24	95	345	12,319	
1,402	56	183	2,919	2,621	7,181	
11,577	6	22		335	11,940	
3,600	.	3,516	...	..	7,116	
12,739	. .	..	...	† 15,485	28,224	† From Imperial Revenues.
96,511	106	4,075	3,014	18,786	1,22,492	
70,487	70,902	27,220	.	86,233	2,63,842	
11,222	14,259	6,202	...	12,970	44,653	
90,709	85,161	33,422		99,203	3,08,495	
14,915	2,568	...	36,087	18,521	‡ 72,091	‡ Exclusive of expenditure on the Oriental College and School, the Law School, the Engineering Class attached to the School of Art, the Oriental Medical Class attached to the Medical School, and Scholarships held in the Arts Colleges.
44,436	.		...	..	44,436	
1,45,575	15,937	1,630	..	52	1,63,200	
12,531	418	1,895	. .	5,880	20,724	
7,747	1,100	1 490	...	1,736	12,073	
8,899	40,960	10,239	...	4,009	64,107	
9,525	312	221	. .	.	10,058	
12,273	4,547	937		§ 3,555	21,312	§ Includes Rs. 168 from Imperial Revenues
30,369	33,445	13,226		‖ 92,869	1,69,909	‖ Includes Rs. 92,018 from Imperial Revenues.
2,86,270	99,287	29,644	36,087	1,26,622	5,77,910	
7,37,496	5,65,813	3,27,150	4,32,160	4,70,990	25,33,609	

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

PUBLIC

OBJECTS OF EXPENDITURE.			Under Public Management.				
			Managed by Government.				
			Provincial Revenues.	Fees	Subscriptions.	Endowments and other sources.	Total.
1			2	3	4	5	6
	SECONDARY SCHOOLS.		Rs.	Rs.	Rs.	Rs.	Rs.
School Education, General. — For Boys	High Schools		6,708	1,384	...	*16,037	24,129
For Boys	Middle Schools—English		...	...	...	...	...
For Girls	High Schools		4,925	692	..	*7,012	12,629
For Girls	Middle Schools—English		...	...	...	...	...
		Total	11,633	2,076	...	23,049	36,758
	PRIMARY SCHOOLS						
For Boys			...	...	...	...	...
For Girls			...	..	...	...	...
		Total	...	...	...	...	...
Buildings			13,370	...	...	...	13,370
Furniture and Apparatus (Special Grants only)			...	...	...	*1,149	1,149
		Total	13,370	...	...	1,149	14,519
Scholarships held in Secondary Schools			...	...	...	...	...
Miscellaneous			...	...	...	...	...
		Total	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION			25,003	2,076	...	24,198	51,277

* Imperial

RAL TABLE IV. (A).

PUNJAB (ECR EUROPEANS) FOR THE OFFICIAL YEAR 1890-91.

INSTITUTIONS.													
UNDER PRIVATE MANAGEMENT.									TOTAL EXPENDITURE FROM			GRAND TOTAL.	REMARKS.
Aided by Government or by Local Fund or Municipal Boards.					*Unaided.*								
Provincial Revenues.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Fees.	All other sources.		
7	8	9	10	11	12	13	14	15	16	17	18	19	20
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
8,310	19,112	379	853	28,654	...	...	...	...	15,018	20,496	17,269	52,783	
6,373	6,891	6,150	763	20,177	...	...	...	...	6,373	6,891	6,913	20,177	
3,860	8,168	...	...	12,028	...	..	...	..	8,785	8,860	7,012	24,657	
15,993	13,398	2,706	3,189	35,286	2,015	...	300	2,315	15,993	15,413	6,195	37,601	
34,536	47,569	9,235	4,805	96,145	2,015	..	300	2,315	46,160	51,060	37,389	1,35,218	
1,964	1,002	237	1,864	5,067	..	...	...	...	1,964	1,002	2,101	5,067	
1,412	3,299	894	2,229	7,834	...	...	...	...	1,412	3,299	3,123	7,834	
3,376	4,301	1,131	4,093	12,901	...	...	...	...	3,376	4,301	5,224	12,901	
992	...	8,523	...	9,515	...	...	...	...	14,362	...	8,523	22,885	
115	...	2,414	606	3,135	...	...	...	...	115	...	4,169	4,284	
1,107	...	10,937	606	12,650	...	...	...	...	14,477	...	12,692	27,169	
...	...	...	...	..	...	...	...	...	1,821	..	250	2,071	
...	...	...	...	...	...	...	...	...	14,247	..	* 92,018	1,06,265	
...	...	...	...	..	...	...	...	...	16,068	...	92,268	1,08,336	
39,010	15,870	21,308	9,504	1,21,696	2,015	...	300	2,315	80,090	55,961	1,47,573	2,83,624	

Revenues.

EDUCATION—GENE

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

OBJECTS OF EXPENDITURE.			PUBLIC				
			UNDER PUBLIC				
			Managed by				
			Provincia Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.
1			2	3	4	5	6
			Rs.	Rs.	Rs.	Rs.	Rs.
	ARTS COLLEGES.						
University Education.	English		39,412	...	...	9,397	...
	Oriental		...	...	...	...	
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.						
	Medicine		55,848	1,917	1,704	1,901	...
	Total		95,260	1,917	1,704	11,298	...
	SECONDARY SCHOOLS.						
School Education, General.	For Boys... High Schools		3,195	...	1,200	4,171	120
	For Boys... Middle Schools ... English		...	...	...	...	...
	For Boys... Middle Schools ... Vernacular		...	...	...	...	...
	For Girls... High Schools		...	...	...	...	...
	For Girls... Middle Schools ... English		...	...	...	...	...
	For Girls... Middle Schools ... Vernacular		...	...	...	...	...
	Total		3,195	...	1,200	4,171	120
	PRIMARY SCHOOLS.						
	For Boys		4,499	...	...	1,233	...
	For Girls		...	...	...	...	...
	Total		4,499	...	...	1,233	...
	SCHOOLS FOR SPECIAL INSTRUCTION.						
School Education, Special.	Training Schools for Masters		55,346	36	330	..	...
	Schools of Art		11,847	8	24	95	36
	Law Schools		...	...	...	...	...
	Medical Schools		11,577	6	22	...	35
	Industrial Schools		3,600	...	...	...	...
	Other Schools		12,739	...	...	...	...
	Total		95,109	50	376	95	71
Buildings			46,750	...	...	...	35,050
Furniture and Apparatus (Special Grants only)			10,943	2	3	...	5
	Total		57,693	2	3	...	35,055
Scholarships held in	Arts Colleges		...	...	..	...	...
	Professional Colleges		...	...	...	...	...
	Secondary Schools ...		...	...	...	...	.
	Primary Schools		...	...	...	...	...
	Special Schools other than Training Schools		...	...	...	...	
Miscellaneous			...	...	...	...	...
	Total		...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION			2,55,756	1,969	3,283	16,797	35,246

RAL TABLE IV. (B).

PUNJAB.—(FOR NATIVES) FOR THE OFFICIAL YEAR 1890-91.

INSTITUTIONS.*

MANAGEMENT.

Government.		*Managed by Local Fund and Municipal Boards.*						
Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
7	8	9	10	11	12	13	14	15
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
..	48,809	...	..	3,999	973	...	...	4,972
...	.	...	...	...	.	..	...	
...	61,370	...	...	...	...	...	...	...
...	1,10,179	...	...	3,999	973	..	...	4,972
5,244	13,930	840	3,656	1,00,698	63,495	1,102	345	1,69,536
.	...	1,920	23,040	59,227	59,754	1,244	910	1,46,095
...	...	...	66,272	17,317	29,376	388	159	1,13,512
...	...	...	.	...	..	...	...	
...	...	...	...	...	..	...	...	
...	...	103	253	6,834	...	...	...	7,190
5,244	13,930	2,863	93,221	1,83,476	1,52,625	2,734	1,414	4,36,323
...	5,732	...	2,70,896	35,004	38,040	805	1,149	3,45,894
..	...	2,369	12,964	18,728	...	..	67	34,128
...	5,732	2,369	2,83,860	53,732	38,040	805	1,216	3,80,022
...	55,712	...	...	...	...	...	...	..
309	12,319	..	...	.	...	...	...	..
...	...	...	...	...	...	...	...	.
300	11,940	...	...	...	...	...	...	..
..	3,600	...	...	3,516	...	...	...	3,516
15,485	28,224	..	...	...	...	...	...	..
16,094	1,11,795	...	...	3,516	...	...	...	3,516
...	81,800	1,811	70,902	27,029	...	1,543	40	1,01,325
4,864	15,817	...	14,254	5,973	...	1,753	...	21,980
4,864	97,617	1,811	85,156	33,002	...	3,296	40	1,23,305
...	..	..	..	..	...	...	...	..
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...		...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	.	.	...	...	...	..
...	...	...	...	...	...	...	...	...
26,202	3,39,253	7,043	4,62,237	2,77,725	1,91,638	6,835	2,670	9,48,148

EDUCATION—GENE

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

OBJECTS OF EXPENDITURE.	PUBLIC						
	UNDER PRIVATE						
	Aided by Government or by Local Fund or Municipal Boards,						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
	16	17	18	19	20	21	22
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES.							
University Education. English	9,000	225	1,400	9,530	12,334	13,555	46,044
Oriental	10,029	204	642	432	951	8,283	20,541
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
Medicine	...	..	...	...	...	...	...
Total ...	19,029	429	2,042	9,962	13,285	21,838	66,585
SECONDARY SCHOOLS.							
School Education, General. For Boys — High Schools	53,151	400	8,513	84,227	2,647	45,722	1,94,660
For Boys — Middle Schools — English ...	7,641	537	2,088	11,265	4,831	6,636	32,998
For Boys — Middle Schools — Vernacular	...	...	...	...	...	...	...
For Girls — High Schools	3,138	...	...	2,146	30	11,028	16,342
For Girls — Middle Schools — English ...	1,338	...	.	...	...	4,698	6,036
For Girls — Middle Schools — Vernacular	9,484	...	475	85	...	1,058	11,102
Total ...	74,752	937	11,076	97,723	7,508	69,142	2,61,138
PRIMARY SCHOOLS.							
For Boys	4,695	143	1,085	6,005	2,039	10,118	24,085
For Girls	7,799	752	1,695	...	4,644	13,196	28,086
Total ...	12,494	895	2,780	6,005	6,683	23,314	52,171
SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special. Training Schools for Masters	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	..	..
Law Schools	1,402	56	183	2,919	271	2,350	7,181
Medical Schools	...	...	...	...	...	...	...
Industrial Schools	...	..	...	...	...	...	...
Other Schools	..	...	...	...	...	...	...
Total ...	1,402	56	183	2,919	271	2,350	7,181
Buildings	16,564	...	191	...	28,149	12,928	57,832
Furniture and Apparatus (Special Grants only)	164	3	226	...	542	1,450	2,385
Total ...	16,728	3	417	...	28,691	14,378	60,217
Scholarships held in Arts Colleges	...	...	...	..	...	..	...
Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	..	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Special Schools other than Training Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION ...	1,24,405	2,320	16,498	1,16,609	56,438	1,31,022	4,47,292

RAL TABLE IV. (B).—*concluded.*

PUNJAB (FOR NATIVES) FOR THE OFFICIAL YEAR 1890-91.

INSTITUTIONS—*concluded.*										
MANAGEMENT.				TOTAL EXPENDITURE FROM						
Unaided.										
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.	GRAND TOTAL.	REMARKS.
23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1,487	1,204	345	3,036	48,412	225	5,399	21,387	27,438	1,02,861	
...	..	...	..	10,029	204	642	432	9,234	20,541	
...	...	...	...	55,848	1,917	1,704	1,001	...	61,370	
1,487	1,204	345	3,036	1,14,289	2,346	7,745	23,720	36,672	1,84,772	
9,283	10,862	2,809	22,954	57,186	4,056	1,09,811	1,61,176	68,851	4,01,080	
2,706	1,185	10,867	14,758	9,561	23,577	61,315	73,725	25,673	1,93,851	
..	...	....	...	...	66,272	17,317	29,376	547	1,13,512	
...	...	...	...	3,138	...	...	2,146	11,058	16,342	
...		...	...	1,338	...	...	...	4,698	6,036	
...	323	240	563	9,587	253	7,309	85	1,621	18,855	
11,989	12,370	13,916	38,275	80,810	94,158	1,95,752	2,66,508	1,12,448	7,49,076	
1,592	697	705	2,994	9,194	2,71,039	36,089	46,870	15,513	3,78,705	
...	.	1,226	1,226	10,168	13,716	20,423	...	19,133	63,440	
1,592	697	1,931	4,220	19,362	2,84,755	56,512	46,870	34,646	4,42,145	
...	...	...	...	55,346	36	330	...	...	55,712	
...	...	...	...	11,847	8	24	95	345	12,319	
...	...	...	...	1,402	56	183	2,919	2,621	7,181	
...	...	...	...	11,577	6	22	...	335	11,940	
...	...	...	...	3,600	...	3,516	...	...	7,116	
...	...	...	...	12,739	...	...	...	*15,485	28,224	*From perial venues.
...	...	...	...	96,511	106	4,075	3,014	18,786	1,22,492	
...	...	...	...	65,125	70,902	27,220	...	77,710	2,40,957	
...	...	187	187	11,107	14,259	6,202	...	8,801	40,369	
..	.	187	187	76,232	85,161	33,422	...	86,511	2,81,326	
..	...	...	...	12,531	418	1,895	...	5,880	20,724	
...	...	..	...	7,747	1,100	1,490	...	1,786	12,073	
...	...	...	...	7,078	40,960	10,239	...	3,759	62,036	
...	...	...	...	9,525	312	221	...	...	10,058	
...	...	...	...	12,273	4,547	937	..	3,555	21,312	
...	...	...	...	16,122	33,445	13,226	...	851	63,644	
...	..	...	...	65,276	80,782	28,008	...	15,781	1,89,847	
15,068	14,271	16,379	45,718	4,52,480	5,47,308	3,25,514	3,40,112	3,04,844	19,70,258	

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR

	CLASS OF SCHOOLS.	Number of Schools.	Number of pupils on the Rolls on 31st March.	HIGH STAGE. *Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.* 1			MIDDLE STAGE. *Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Upper Secondary (Middle) Stage.* 2		
				Boys.	Girls.	Total.	Boys.	Girls.	Total.
	SECONDARY SCHOOLS.								
For Boys.	Government .. English ...	4	974	85	...	85	230	...	230
	Local Fund English ...	6	1,048	...	..	...	263	...	263
	Local Fund Vernacular ...	71	9,311	...		..	2,252	...	2,252
	Municipal English ..	63	14,403	698	..	698	3,631	..	3,631
	Municipal Vernacular...	54	7,863	...	...	...	1,671	...	1,671
	Aided English ...	42	8,810	701	1	702	2,318	5	2,323
	Aided Vernacular...	1	49	49	...	49	...	...	...
	Unaided... English ...	16	2,320	175	...	175	590	...	590
	Total	257	44,778	1,708	1	1,709	10,955	5	10,960
For Girls.	Government . English ...	2	294	...	10	10	...	79	79
	Local Fund ... Vernacular...	1	52	...	...	...	...	4	4
	Municipal . Vernacular ..	1	43	..	...	...	...	19	19
	Aided .. ... English ...	18	959	...	11	11	...	227	227
	Aided .. ... Vernacular...	2	242	...	..		...	22	22
	Unaided ... English ...	1	19	...	...	. .	...	10	10
	Unaided .. Vernacular ..	1	37	...	...	..	...	4	4
	Total	26	1,646	...	21	21	. .	365	365
	TOTAL SECONDARY SCHOOLS ...	283	46,424	1,708	22	1,730	10,955	370	11,325
	PRIMARY SCHOOLS.								
For Boys.	Government...	4	376	...	...	...	...	...	...
	Local Fund	1,540	69,955	...	...	...	...	...	...
	Municipal	102	8,287	...	...	...	...	...	...
	Aided	70	4,051	...	...	...	.	...	...
	Unaided	10	580	...	...	...	.	...	...
	Total ...	1,726	83,249	...	...	...	...	...	...
For Girls.	Local Fund	80	2,280	...	...	...	...	...	...
	Municipal	100	3,189	...	...	..	...	...	...
	Aided	116	3,432	...	...	...	...	...	...
	Unaided	3	111	...	...	...	..	...	...
	Total .	299	9,012	...	...	...		...	...
	TOTAL PRIMARY SCHOOLS ...	2,025	92,261	...	...	...	.	...	...
	GRAND TOTAL ...	2,308	138,685	1,708	22	1,730	10,955	370	11,325

RAL TABLE V.

GENERAL EDUCATION IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1890-91.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
262	...	262	397	..	397	...	...	...	974	...	974
302	...	302	483	...	483	...	...	...	1,048	...	1,048
1,652	...	1,652	5,096	...	5,096	311	..	311	9,311	...	9,311
4,497	...	4,497	5,314	...	5,314	263	...	263	14,403	...	14,403
1,450	...	1,450	4,327	...	4,327	415	...	415	7,863	...	7,863
2,291	4	2,295	3,354	27	3,381	109	...	109	8,773	37	8,810
...	...	...	...	...	...	...	...	...	49	...	49
626	...	626	929	...	929	...	...	...	2,320	...	2,320
11,080	4	11,084	19,900	27	19,927	1,098	...	1,098	44,741	37	44,778
...	65	65	...	140	140	...	...	...	...	294	294
...	6	6	..	42	42	...	...	...	...	52	52
...	24	24	...	...	...	...	...	...	...	43	43
6	230	236	69	416	485	...	...	...	75	884	959
...	56	56	...	164	164	..	...	...	...	242	242
2	7	9	...	...	..	...	...	...	2	17	19
...	2	2	...	20	20	...	11	11	...	37	37
8	390	398	69	782	851	...	11	11	77	1,569	1,646
11,088	394	11,482	19,969	809	20,778	1,098	11	1,109	44,818	1,606	46,424
101	...	101	275	...	275	...	...	...	376	...	376
11,377	...	11,377	57,458	...	57,458	1,120	...	1,120	69,955	...	69,955
519	...	519	6,828	...	6,828	940	...	940	8,287	...	8,287
394	6	400	3,453	27	3,480	171	...	171	4,018	33	4,051
127	...	127	453	...	453	...	...	...	580	...	580
12,518	6	12,524	68,467	27	68,494	2,231	...	2,231	83,216	33	83,249
...	141	141	...	2,048	2,048	...	91	91	...	2,280	2,280
...	207	207	..	2,966	2,966	...	16	16	...	3,189	3,189
6	116	122	26	2,942	2,968	...	342	342	32	3,400	3,432
...	1	1	...	89	89	...	21	21	...	111	111
6	465	471	26	8,045	8,071	...	470	470	32	8,980	9,012
12,524	471	12,995	68,493	8,072	76,565	2,231	470	2,701	83,248	9,013	92,261
23,612	865	24,477	88,462	8,881	97,343	3,329	481	3,810	128,066	10,619	138,685

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS OF THE OFFICIAL

CLASS OF SCHOOLS.			Number of Schools.	Number of pupils on the Rolls on 31st March.	High Stage. *Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.* 1		
					Boys.	Girls.	Total.
SECONDARY SCHOOLS.							
For Boys ...	Government ...	English ...	2	350	38	...	38
	Aided	English ...	7	434	41	1	42
		Total ...	9	784	79	1	80
For Girls ...	Government ...	English ...	2	294	...	10	10
	Aided	English ...	13	666	...	3	3
	Unaided	English ...	1	19	...	...	...
		Total ...	16	979	...	13	13
TOTAL SECONDARY SCHOOLS ...			25	1,763	79	14	93
PRIMARY SCHOOLS.							
For Boys—Aided			3	107	...	...	...
		Total ...	3	107	...	...	...
For Girls—Aided			4	94	...	...	...
		Total ...	4	94	...	...	...
TOTAL PRIMARY SCHOOLS ...			7	201	...	...	...
GRAND TOTAL ...			32	1,964	79	14	93

RAL TABLE V. (A).

FOR GENERAL EDUCATION IN THE PUNJAB (FOR EUROPEANS) AT THE END YEAR 1890-91.

MIDDLE STAGE. *Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Upper Secondary (Middle) Stage.*			UPPER PRIMARY STAGE. *Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.*			LOWER PRIMARY STAGE. *Comprising all pupils who have not passed beyond the Lower Primary Stage.* Reading Printed Books.			TOTAL		
2			3			4					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
80	...	80	99	...	99	133	...	133	350	...	350
120	5	125	101	4	105	135	27	162	397	37	434
200	5	205	200	4	204	268	27	295	747	37	784
...	79	79	...	65	65	...	140	140	...	294	294
...	160	160	6	163	169	69	265	334	75	591	666
...	10	10	2	7	9	...	...	...	2	17	19
...	249	249	8	235	243	69	405	474	77	902	979
200	254	454	208	239	447	337	432	769	824	939	1,763
...	...	...	38	6	44	36	27	63	74	33	107
...	...	...	38	6	44	36	27	63	74	33	107
...	...	...	6	19	25	26	43	69	32	62	94
...	...	...	6	19	25	26	43	69	32	62	94
...	...	...	44	25	69	62	70	132	106	95	201
200	254	454	252	264	516	399	502	901	930	1,034	1,964

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR GENE

CLASS OF SCHOOLS.			Number of Schools.	Number of pupils on the Rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Upper Secondary (Middle) Stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.										
For Boys.	Government	English	2	624	47	...	47	150	...	150
	Local Fund	English	6	1,048	...	...	...	263	...	263
		Vernacular	71	9,311	...	...	...	2,252	...	2,252
	Municipal	English	63	14,403	698	...	698	3,631	...	3,631
		Vernacular	54	7,863	...	...	...	1,671	...	1,671
	Aided	English	35	8,376	660	...	660	2,198	...	2,198
		Vernacular	1	49	49	...	49	...	...	...
	Unaided	English	16	2,320	175	...	175	590	...	590
	Total		248	43,994	1,629	...	1,629	10,755	...	10,755
For Girls.	Local Fund	Vernacular	1	52	...	...	...	...	4	4
	Municipal	Vernacular	1	43	...	...	...	...	19	19
	Aided	English	5	203	...	8	8	...	67	67
		Vernacular	2	242	...	...	...	...	22	22
	Unaided	Vernacular	1	37	...	...	...	...	4	4
	Total		10	687	...	8	8	...	116	116
TOTAL SECONDARY SCHOOLS			258	44,661	1,629	8	1,637	10,755	116	10,871
PRIMARY SCHOOLS.										
For Boys.	Government		4	376	...	...	...	...	...	...
	Local Fund		1,540	69,955	...	...	...	...	...	...
	Municipal		102	8,287	...	...	...	...	...	...
	Aided		67	3,944	...	...	...	...	...	...
	Unaided		10	580	...	...	...	...	...	...
	Total		1,723	83,142	...	...	...	...	...	...
For Girls.	Local Fund		80	2,280	...	...	...	...	...	...
	Municipal		100	3,189	...	...	...	...	...	...
	Aided		112	3,338	...	...	...	...	...	...
	Unaided		3	111	...	...	...	...	...	...
	Total		295	8,918	...	...	...	...	...	...
TOTAL PRIMARY SCHOOLS			2,018	92,060	...	...	...	...	...	...
GRAND TOTAL			2,276	136,721	1,629	8	1,637	10,755	116	10,871

RAL TABLE V. (B).

RAL EDUCATION IN THE PUNJAB (FOR NATIVES) AT THE END OF THE OFFICIAL YEAR 1890-91

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls	Total.	Boys	Girls.	Total.
163	...	163	264	..	264	...	...	..	624	...	624
302	...	302	483	...	483	...	...	..	1,048	...	1,048
1,652	...	1,652	5,096	...	5,096	311	...	311	9,311	...	9,811
4,497	...	4,497	5,314	...	5,314	263	...	263	14,403	...	14,403
1,450	...	1,450	4,327	...	4,327	415	...	415	7,863	...	7,863
2,190	...	2,190	3,219	...	3,219	109	...	109	8,376	...	8,376
...	...	...	...	...	..	...	...	...	49	...	49
626	...	626	929	...	929	...	...	...	2,320	...	2,320
10,880	...	10,880	19,632	..	19,632	1,098	...	1,098	43,994	...	43,994
...	6	6	...	42	42	...	...	...	...	52	52
...	24	24	...	...	...	...	...	...	.	43	43
...	67	67	...	151	151	...	...	...	...	293	293
...	56	56	...	164	164	...	...	...	...	242	242
...	2	2	...	20	20	...	11	11	..	37	37
...	155	155	...	377	377	...	11	11	...	667	667
10,880	155	11,035	19,632	377	20,009	1,098	11	1,109	43,994	667	44,661
101	...	101	275	...	275	...	...	...	376	...	376
11,377	...	11,377	57,458	...	57,458	1,120	...	1,120	69,955	...	69,955
519	...	519	6,828	...	6,828	940	...	940	8,287	...	8,287
356	..	356	3,417	...	3,417	171	...	171	3,944	..	3,944
127	...	127	453	...	453	...	...	...	580	...	580
12,480	...	12,480	68,431	...	68,431	2,231	...	2,231	83,142	...	83,142
...	141	141	...	2,048	2,048	...	91	91	...	2,280	2,280
...	207	207	...	2,966	2,966	...	16	16	...	3,189	3,189
...	97	97	.	2,899	2,899	...	342	342	...	3,338	3,338
...	1	1	.	89	89	...	21	21	...	111	111
...	446	446	...	8,002	8,002	...	470	470	...	8,918	8,918
12,480	446	12,926	68,431	8,002	76,433	2,231	470	2,701	83,142	8,918	92,060
23,360	601	23,961	88,063	8,379	96,442	3,329	481	3,810	127,136	9,585	136,721

EDUCATION—GENERAL TABLE VI.

RETURN SHOWING THE RESULTS OF PRESCRIBED EXAMINATIONS IN THE PUNJAB DURING THE OFFICIAL YEAR 1890-91.

NATURE OF EXAMINATION.	Number of Institutions sending Examinees.				Number of Examinees.					Number Passed.					Race or Creed of Passed Scholars.				
	Institutions under Public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindús.	Muhammadans.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Arts Colleges.																			
1. Master of Arts	1	...	...	1	2	...	..	1	3	2	..	...	1	3	...	...	3	...	...
2. Bachelor of Arts	1	2	...	3	26	20	..	12	58	19	13	...	5	37	...	1	25	11	...
3. First Arts	2	4	1	7	27	77	25	24	153	15	48	13	11	87	...	1	70	16	...
Oriental Colleges.																			
1. Bachelor of Oriental Learning	...	1	...	1	...	3	...	2	5	...	2	...	2	4	..	...	3	1	...
2. Honours in Sanskrit	...	1	...	1	...	2	...	2	4	...	2	...	1	3	...	...	3	...	...
2. „ Arabic	...	1	...	1	...	6	...	...	6	...	6	...	...	6	...	...	..	6	...
2. „ Persian	...	2	...	2	..	4	...	4	8	...	1	..	3	4	...	...	...	4	...
3. High Proficiency in Sanskrit	...	2	1	3	...	6	1	2	9	...	3	1	1	5	..	...	5	...	...
3. „ Arabic	...	1	...	1	..	7	.	..	7	...	6	...	...	6	..	...	...	6	...
3. „ Persian	...	1	...	1	...	3	.	2	5	...	3	...	2	5	...	...	1	4	...
4. Proficiency in Sanskrit	...	4	3	7	...	13	6	.	19	...	7	4	..	11	..	...	11	...	...
4. Arabic	...	1	1	2	...	1	1	1	3	...	1	1	...	2	...	...	...	2	...
4. Persian	...	1	...	1	...	4	...	2	6	...	1	...	2	3	...	...	...	3	...

Colleges for Professional Training.

Medicine.

1. M. B			1	...	...	1	3	...	.	..	3	3	...	...	...	3	...	1	2		...
2. L. M. S			1	...	...	1	10	...	...	...	10	2	...	...	...	2	...	...	2	...	...
3. First M. B.			1	...	...	1	2	...	...	...	2	2	...	...	...	2	...	...	1	1	...
3. „ L. M. S.			1	...	..	1	*25	..	...	...	*25	16	...	...	..	16	...	1	12	3	...

Schools for General Education.

Matriculation	Boys	...	20	23	7	50	382	414	121	139	1,056	170	152	40	35	397	25	8	274	89	1
	Girls	..	1	6	...	7	2	8	..	..	10	...	2	..	...	2	1	1			...
Middle School Examination	Boys	.	192	40	19	251	2,396	839	186	622	4,043	1,714	550	123	223	2,610	31	24	1,867	687	1
	Girls	.	4	15	2	21	19	52	7	..	78	10	26	4	...	40	30	1	5	4	...
Upper Primary Examination	Boys	...	1,308	62	12	1,382	8,858	1,197	168*	58	10,281	6,547	924	100	42	7,613	58	29	4,916	2,595	15
	Girls	...	99	47	3	149	179	127	11	1	318	137	79	9	1	226	78	14	81	52	1
Lower Primary Examination	Boys	..	1,511	81	10	1,602	13,764	1,302	136	6	15,208	10,600	928	81	3	11,612	64	17	7,203	4,303	25
	Girls	..	138	78	1	217	546	307	3	1	857	337	194	1	1	533	81	30	240	181	1

Schools for Special Instruction.

1. Training School Examination for Masters.	Upper	...	1	...	...	1	52	...	...	39	91	39	...	..	8	47	..	...	35	12	...
	Lower	...	5	..	...	5	260	...	.	83	343	171	...	...	38	209	...	...	138	71	...
2. Training School Examination for Mistresses.	Upper	.	...	1	...	1		4		..	4	..	1	...	...	1	...	...	...	1	...
3. Medical Examination ...		...	1	...	...	1	†49	...	..	...	†49	†29	...	...	...	† 29	..	...	16	13	...
4. Examination in Engineering and Surveying		...	1	..	...	1	2	.	...	1	3	..	...	...	...	...	...	...	...	...	...
5. Industrial School Examination ..		... ...	1	...	...	1	27	..	...	...	27	9	...	...	...	9	.	..	6	3	...
6. Veterinary Examination ..		... .	1	...	...	1	44	...	...	...	44	37	...	...	...	37	...	...	10	27	...

* Includes one girl.

† Includes two girls.

RETURN SHOWING THE DISTRIBUTION OF LOCAL FU ND AND MUNICIPAL EXPENDITURE

OBJECTS OF EXPENDITURE.	EXPENDITURE OF LOCAL FUND BOARDS ON PUBLIC INSTRUCTION.														
	In Institutions managed by Local Fund Boards.											In Institutions managed by			
	Number of Institutions.	Number of Scholars on the Rolls on the 31st of March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Local Funds.	Municipal Grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	Total Local Fund Expenditure on Public Instruction.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education. — Arts Colleges — English	...	...	...	...	...	...	...	...	...	..	...	...	...	225	225
Oriental	...	...	...	...	...	...	...	...	...	..	...	...	...	204	204
Colleges or Departments of Colleges for Professional Training. — Medicine	...	...	...	...	...	...	..	...	...	...	...	1,917	...	...	1,917
Total	...	...	...	...	...	...	...	...	...	...	...	1,917	...	429	2,346
School Education, General. — Secondary Schools — *For Boys*— High Schools	...	...	..	...	...	...	...	..	...	...	...	...	3,656	400	4,056
Middle Schools — English	6	1,048	1,018	806	...	4,782	740	5,811	320	10	11,663	...	18,258	537	23,577
Middle Schools — Vernacular	71	9,311	9,187	7,490	...	47,126	613	15,278	388	126	63,531	...	19,146	...	66,272
For Girls— Middle Schools—Vernacular	1	52	43	41	32	253	..	...	...	...	285	...	...	...	253
Total	78	10,411	10,248	8,337	32	52,161	1,353	21,089	708	136	75,479	...	41,060	937	94,158
Primary Schools — For Boys	1,540	69,955	66,894	53,302	...	2,67,648	63	25,912	805	1,029	2,95,457	...	3,248	143	2,71,039
For Girls	80	2,280	2,167	1,651	1,022	11,508	124	...	...	58	12,712	...	1,456	752	13,716
Total	1,620	72,235	69,061	54,953	1,022	2,79,156	187	25,912	805	1,087	3,08,169	...	4,704	895	2,84,755
School Education, Special. — Schools for Special Instruction. — Training Schools for Masters	...	...	...	...	...	...	...	...	...	...	...	36	...	...	36
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	8	...	...	8
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	56	56
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	6	...	...	6
Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	..	...	...	...	...	...	..	...	...	...	50	...	56	106
Buildings	...	...	...	...	1,667	55,582	.	...	1,543	40	58,832	...	15,320	...	70,902
Furniture and Apparatus (Special Grants only)	...	...	...	...	...	13,673	96	...	1,753	...	15,522	2	581	3	14,259
Total	...	...	...	...	1,667	69,255	96	..	3,296	40	74,354	2	15,901	3	85,161
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15,937
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	418
Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,100
Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	40,960
Primary Schools	...	...	...	...	...	...	...	...	..	..	...	...	...	...	312
Special Schools other than Training Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,547
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	36,013
Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...	99,287
Grand Total	1,698	82,646	79,309	63,290	2,721	4,00,572	1,636	47,001	4,809	1,263	4,58,002	1,969	61,665	2,320	5,65,815

RAL TABLE VII.

ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1890-91.

EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.

In Institutions managed by Municipal Boards.											In Institutions managed by				
Number of Institutions.	Number of Scholars on the Rolls on the 31st of March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Municipal Rates.	Local Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Local Fund Boards.	Private Persons or Associations.	Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1	21	21	19	...	3,999	...	973	...	...	4,972	...	...	1,400	5,399	5,624
...	...	...	...	...	...	...	...	...	...	...	...	...	642	642	846
...	...	...	...	...	...	...	...	...	...	...	1,704	...	...	1,704	3,621
1	21	21	19	...	3,999	...	973	...	...	4,972	1,704	...	2,042	7,745	10,091
17	5,630	5,899	4,926	840	1,00,098	3,656	63,495	1,102	345	1,69,536	1,200	...	8,513	1,09,811	1,13,867
46	8,773	8,996	7,246	1,920	58,487	18,258	53,943	924	900	1,34,432	...	740	2,088	61,315	84,892
54	7,863	7,959	6,523	...	16,704	19,146	14,098	...	33	49,981	..	613	...	17,317	83,589
1	43	46	39	71	6,834	...	...	...	...	6,905	...	...	475	7,309	7,562
118	22,309	22,900	18,734	2,831	1,82,123	41,060	1,31,536	2,026	1,278	3,60,854	1,200	1,353	11,076	1,95,752	2,89,910
102	8,287	8,168	6,581	...	34,941	3,248	12,128	...	120	50,437	...	63	1,085	36,089	3,07,128
100	3,189	3,073	2,259	1,347	18,604	1,456	...	...	9	21,416	...	124	1,695	20,423	34,139
202	11,476	11,241	8,840	1,347	53,545	4,704	12,128	...	129	71,853	...	187	2,780	56,512	3,41,267
...	...	...	...	...	...	...	...	...	...	...	330	...	...	330	366
...	...	...	...	...	...	...	...	...	...	...	24	...	...	24	32
...	..	...	...	...	...	...	...	...	...	...	...	...	183	183	239
...	...	...	...	...	...	...	...	...	...	...	22	...	...	22	28
2	151	150	101	...	3,516	...	...	...	...	3,516	...	...	...	3,516	3,516
2	151	150	101	...	3,516	...	...	...	...	3,516	376	...	183	4,075	4,181
...	...	...	...	144	27,029	15,320	...	...	...	42,493	...	...	191	27,220	98,122
...	...	...	...	...	5,877	581	...	...	...	6,458	3	96	226	6,202	20,461
...	...	...	...	144	32,906	15,901	...	...	...	48,951	3	96	417	33,422	1,18,583
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,636	17,573
...	...	...	...	...	...	...	...	...	...	..	...	...	...	1,895	2,313
...	...	...	...	...	..	...	...	...	...	...	...	...	....	1,490	2,590
...	...	...	...	...	...	...	...	...	...	...	...	...	...	10,239	51,199
...	...	...	...	...	...	...	...	...	...	...	...	...	...	221	533
...	...	...	...	...	...	...	...	...	...	...	...	...	...	937	5,484
...	....	...	...	...	...	...	...	...	...	...	....	...	...	13,226	49,239
...	...	...	...	...	...	...	...	...	...	...	...	...	...	29,644	1,28,931
323	33,957	34,312	27,694	4,322	2,76,089	61,665	1,44,637	2,026	1,407	4,90,146	3,283	1,636	16,498	3,27,150	8,92,963